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Although refinement and development are to continue, the Wisconsin Prototypic System is now at the point where it can serve as a basis for a reading program, particularly where there is to be strong emphasis on individually guided instruction. This report discusses the rationale and assumptions underlying the system and lists its component parts: an outline of reading skills, an individual skill development record that stays with the child from grades K through 6, prototypic exercises for the assessment of reading skills (reductions of the exercises are included in the report), the Wisconsin Expanding Inventory of Reading Development for use in group assessment of reading skills, and a compendium of materials and procedures. Inservice preparation of staff, grouping for instruction, and implementation in the multiunit school and the traditional school are also discussed. Further areas of research are suggested. (WB)

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PRACTICAL PAPER NO. 5

OVERVIEW OF THE WISCONSIN PROTOTYPIC SYSTEM OF READING INSTRUCTION IN THE ELEMENTARY SCHOOL

REPORT FROM THE READING PROJECT

WISCONSIN RESEARCH AND DEVELOPMENT

CENTER FOR
COGNITIVE LEARNING

THE UNIVERSITY OF WISCONSIN
Madison, Wisconsin

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OVERVIEW OF THE WISCONSIN PROTOTYPIC SYSTEM OF READING INSTRUCTION IN THE ELEMENTARY SCHOOL

By Wayne Otto

Report from the Reading Project
Wayne Otto, Principal Investigator

Wisconsin Research and Development
Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

August, 1968

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Center No. C-03 / Contract OE 5-10-154

FOREWORD

The goal of the Wisconsin R & D Center is to contribute to an understanding of cognitive learning by children and youth and to improve related educational practices. Activities of projects in R & D Program 2, Processes and Programs of Instruction, are directed toward the development of instructional programs based on research on teaching and learning and on the evaluation of concepts in subject fields. The reading project operates within Program 2.

This Practical Paper provides an overview of the 2-year period of development of a prototypic instructional system in reading for the elementary school as well as a description of the components, including an outline of objectives, assessment procedures, provision for individual records, and a compendium of materials related to each element in the outline. In the section on implementation of the system, the I & R Unit developed in R & D Program 3, Facilitative Environments, is discussed illustrating the interrelationship of Programs 2 and 3.

Professor Otto emphasizes the fact that this prototypic instructional system is not an intact reading program but rather provides the basic elements needed for the development of an individualized reading program in any school setting.

Thomas A. Romberg
Director, Programs 2 and 3

PREFACE

The present paper is, as the title suggests, limited to the presentation of an overview of the Wisconsin Prototypic System of Reading Instruction: its background, the component parts of the system, and suggestions for implementation. The discussion is focused upon the system at its present stage of development, the assumption being that although development and refinement is to continue it is now at a point where it can be useful to school people as a basis for a reading program, particularly where there is to be emphasis upon individually guided instruction. The background, rationale, and assumptions underlying the system are discussed in the paper.

When development of the prototypic system was begun, a basic decision was made to start with as little as possible and to add to the minimum base only as needs became apparent through feedback from teachers in the field and more formal research efforts. The Outline of Reading Skills—a hierarchically arranged set of behavioral objectives in reading at the elementary (K–6) level which is the foundation for the system—is a minimal statement. That is, much more explicit breakdowns of many of the skills (objectives) could be, and perhaps should be, made, but they will be made only if it becomes apparent that more specificity is needed in order to insure uninterrupted development of reading skills. Perhaps, for example, it will become apparent that more explicit statements are needed at the kindergarten-readiness level to insure a reasonable prognosis of success; or, more specificity may be needed with certain skills to insure that the essential aspects be covered at the optimum time in the sequence. Refinements of the Outline can be made as problems are identified in the field tryouts and alternate approaches are then tested in controlled, short-term experiments.

Group assessment exercises have been developed to supplement the individual exercises that were prepared for the initial field tryout. It was apparent early last year that group exercises were needed to make the individual skill assessment scheme workable. The group exercises were developed from the field-tested individual exercises, which had been revised in view of feedback from teachers. Both sets of exercises will, if necessary, be revised as additional data become available, and realistic criteria for demonstration of mastery of specific skills will become apparent as data from large numbers of children are gathered. Two additional kinds of assessment instruments appear to be needed and await future development: (1) Diagnostic tests would probably be useful, at least for certain skills, to go beyond the behavior sampling for the assessment of current skill status provided by the existing exercises. That is, given a deficiency in a specific skill, it would be desirable to have a means for probing to discover the reasons for the deficiency, for the latter knowledge would permit the most straightforward prescription of corrective instruction. Here again, diagnostic tests can be developed as problems are identified in the field. (2) General achievement tests built upon the foundation of behavioral objectives listed for the system are needed to permit periodic testing to assess developmental growth in reading.

A compendium of materials and procedures appropriate for use in teaching specific skills has been developed. New materials have not been developed for the system; instead, the attempt has been to identify existing materials and ideas and to key them to the Outline. The suggestion is that teachers use the compendium as a basic source and that they add items that they know or find to be particularly useful. Again, the attempt is to provide a nucleus or base as a beginning point and to identify areas in need of further development in view of experiences in the field. In some instances the development may come simply from a more exhaustive search of existing materials, but in others it may be necessary to develop new teaching materials. It would appear that the latter action may be necessary to make materials available for helping pupils to conceptualize and state the main idea in reading, for existing materials are quite limited in scope. The essential point is that we are attempting to make use of the profusion of existing materials and that we shall undertake the development of materials only when a gap in the existing coverage is demonstrated.

One of the major functions of the system is to provide a framework for individually guided instruction in reading. Some suggestions for implementation of the system and, concurrently, for the provision of individually guided instruction are made in the present paper. A number of important questions remain to be answered. For example: Are there optimum sizes for the instructional groups when certain skills in certain areas are being taught? How might teacher time be most effectively distributed over individual, small group, and large group instruction? What can be done to insure active support of operation of the system? Here again particularly troublesome problem areas can be identified in the field and alternate solutions can be tried out and evaluated in terms of pupil progress in reading skill development.

Finally, the prototypic system of reading instruction provides a framework for important research in the area of "learning for mastery" as discussed by Carroll[1] and Bloom.[2] Very briefly, Carroll has suggested that although students may be normally distributed as to aptitude, given the kind and quality of instruction and the amount of time for learning appropriate to the characteristics and needs of each student, the majority of students may be expected to achieve mastery of the subject and relationship between aptitude and achievement should approach zero. The present writer is in essential agreement with this point. Now it is suggested that the details of "kind" of instruction are spelled out— at least tentatively— for elementary reading by the components, considered collectively, of the prototypic system; thus, the basis for the consideration of kind, quality, and pacing of instruction is provided. Some suggestions have already been made regarding the quality of instruction in reading; e.g., flexible grouping according to individual skill assessment, dual grouping for instruction depending upon the areas involved. Research designed to find a workable balance among the kind, quality, and pacing of instruction required for mastery in reading promises to be worthwhile. Such research can proceed within the framework provided by the prototypic system.

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[1]Carroll, John. A model for school learning. Teachers College Record, 1963, 64, 222–228.

[2]Bloom, Benjamin S. Learning for mastery. In B. S. Bloom, J. T. Hastings, and G. F. Madaus, Formative and summative evaluation of student learning. New York: McGraw-Hill, in press.

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The Wisconsin Prototypic System of Reading Instruction represents, at its present state of development, almost two years of active support and creative effort from many people. To attempt to acknowledge this support and effort, which was forthcoming from diverse sources and from individuals with a wide array of affiliations, responsibilities, and competencies, is to undertake a formidable task. The people named here are those who had specific roles in various developmental activities; many other people were involved in a variety of ways.

The initial Prototypic Guide to Reading Skill Development in the Elementary Schools and the related Model Exercises and Observations were developed with the cooperative efforts of Camille Houston of the Reading Project staff, Ruth Saeman, reading consultant with the Madison Public Schools, and Patricia Wojtal and Betty McMahan, Unit leaders at Huegel School, Madison Public Schools.

Mary Lou Ellison of the Reading Project staff had the difficult job of coordinating the 1967–68 field tryout—along with many other tasks—in five schools. She carried on and somehow managed to keep smiling as the faltering first steps toward implementation were taken.

Personnel from five schools located in four districts participated in the 1967–68 field tryout. Many people contributed, but only a few can be named. William Amundson and Patricia Woolpert made it possible for the field tryout to be conducted in the Evansville Public Schools, which was the only non-Unitized setting for the tryout. In Madison, the tryout was conducted in Huegel School—Patricia Wojtal, Betty McMahan, and Maurine Miller were the Unit leaders involved—and in Franklin School—Joyce Peterson, Lera Gates, and Marguerite Gilbert were the Unit leaders. Ruth Saeman of the Madison central office reading staff contributed much, in terms of both professional and personal involvement, to the implementation of the field tryout and to the refinement of the system. Thomas Delamater, Norma Smith, Esther Olson, Helen Johns, and Connie Glowacki were the Unit leaders in Wilson School, Janesville Public Schools; and Norman Graper, principal, offered continuing support. Mildred Yahnke, Janesville reading consultant, contributed freely from her apparently inexhaustible store of ideas and enthusiasm. In Racine, Winslow School—Mary Jane Clausen and Audrey James, Unit leaders—was designated for the tryout in an inner-city school. The support of Dawn Klofton, Winslow principal, and Mildred Brady, Racine reading consultant, is appreciated. Feedback and input from the field tryout has taken many forms and it has come from many sources and through many channels. We learned a great deal.

Two day-long seminars were held at the R & D Center to permit people involved in the field tryout to share perceptions and ideas and to look toward future development. The seminars were a success because busy people who took two full days from their schedules participated freely and constructively. The following people participated: Mary Lou Ellison, Camille Houston, Karl Koenke, and Diana Weintraub from the Reading Project staff; Ruth Saeman, Joyce Peterson,

Patricia Wojtal, and Betty McMahan of the Madison Public Schools; Thomas Delamater and Mildred Yahnke of the Janesville Public Schools; Mary Jane Clausen and Audrey Janes of the Racine Public Schools; Patricia Woolpert and Joyce Glass of the Evansville Public Schools; and George Glasrud of the Wisconsin State Department of Public Instruction.

Members of the Reading Project staff have worked together on all aspects of the system, but individuals have taken primary responsibility for certain of the component parts. Diana Weintraub joined the staff early in 1968 and began to work on the Wisconsin Expanding Inventory of Reading Development. Without her creative talent— exemplified by the splendid acronym for which she is responsible— and untiring efforts, WEIRD would not be what it is today. Mary Lou Ellison and Camille Houston did the analyses and compiled the suggestions that are summarized in the Compendium of Materials and Procedures. Mary Lou and Diana coordinated the revisions of the Outline of Reading Skills, the Individual Reading Skill Development Record, and the Prototypic Exercises for the Assessment of Reading Skills. Carol Niblett did the art work.

The person who did the typing always seems to be mentioned last, not, I think, because the contribution is felt to be least significant but because the contribution is so constant and so obvious that it is taken for granted. Anyway, the latter is so in the present instance. Susy Schultz: you type real good.

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I

BACKGROUND OF THE PROTOTYPIC SYSTEM

INTRODUCTION

The general purpose of this paper is to present an overview of a prototypic system of reading instruction that is being developed within the context of the Wisconsin Research and Development Center for Cognitive Learning. The presentation is directed mainly to the practitioner. Research related to the system and its development is discussed in the preface.

Development of the program was begun early in 1967, and by the summer of 1967 an outline of reading skills, a series of correlated assessment exercises[1] and individual pupil record folders had been produced and were ready for tryout in the field. During the 1967–68 school year the existing portions of the system were used in four Multiunit schools[2] and one traditional school. As a result of the field tryout (1) the placement of a number of skills was changed in the scope and sequence outline, reflecting observations that certain skills were placed too high or too low in the skill development hierarchy and that certain skills needed to be restated at subsequent levels of development; (2) many of the individual assessment exercises were redesigned to make them more appropriate for use with children and/or to make the focus upon a specific skill more clear; and (3) the individual pupil record folder was redesigned to make it both more attractive and more useful as a communication/diagnostic tool. In addition, as the Reading Project staff worked closely with the teachers, Unit leaders and consultants in the several schools, many ways in which the prototypic system could be usefully augmented and further refined were identified, and some of the critical problems in implementing the system were recognized.

Knowledge gained from the field tryout, then, has been the basis for revision of previously existing materials and the addition of certain materials to the prototypic system. This knowledge has also made it possible to make a number of suggestions, based upon experience in the field and the stated needs of school personnel, to expedite the implementation of the system. In this paper the existing component parts of the system are introduced and described, and implementation of the system—in Multiunit and traditional schools—is discussed.

The system continues to undergo development: This paper is, in a sense, a progress report as of Summer 1968. We shall continue to refine the prototype we began with more than a year ago and we hope that others will join us. Meanwhile, the system is at a stage of development where it can be useful in the field, both as a guide to individually guided instruction and as the basis for an elementary school reading program.

RATIONALE

The foundation for the prototypic system of reading instruction is the Outline of Reading Skills (see p. 4). The Outline is a scope and sequence statement of reading skills for kindergarten through Grade 6. The arrangement of skills is, in a sense, arbitrary: Other scope and sequence outlines that are defensible have

[1] See W. Otto, R. Saeman, C. Houston, B. McMahan, and P. Wojtal, Prototypic guide to reading skill development in the elementary school. Working Paper from the Wisconsin R & D Center for Cognitive Learning, University of Wisconsin, 1967, No. 7.

[2] See H. J. Klausmeier, D. M. Cook, G. E. Tagatz, and J. L. Wardrop, Project MODELS: A facilitative environment for increasing efficiency of pupil learning and for conducting educational research and development. Working Paper from the Wisconsin R & D Center for Cognitive Learning, University of Wisconsin, 1967, No. 5.

been and will continue to be developed; yet, the present arrangement of skills represents a consensus among teachers, Unit leaders, and reading consultants who originally constructed the Outline, and it has been shown to be viable in the field. The point here is that the Outline of Reading Skills represents a defensible— if not the ultimate— scope and sequence statement that serves as a description of hierarchically arranged reading skills for the elementary grades. The Outline can and should be changed when changes are felt to be necessary for philosophical, theoretical, or pragmatic reasons. It is prototypic, not dogmatic.

In another sense the Outline of Reading Skills comprises a set of objectives, behaviorally stated, for the reading program in kindergarten through Grade 6. The attempt has been to strike a balance between specificity and generality in stating objectives in order to represent the essentials with at least minimal adequacy without becoming bogged down in details and technicalities. In essence, the entire prototypic system described here is designed to help teachers expedite the movement of children through the sequence of objectives by providing a means whereby they can focus upon the skill development of individuals. Fortunately, information about individuals' skill development can be the basis for intelligent grouping as well as for strictly instruction. The point here is that whether instruction is to proceed with individuals or with groups is left to the teachers involved, it is not decreed by the system. In practice, a child is likely to receive some individual and some group instruction, with the size of an individual's instructional unit at any given time dictated by (a) his idiosyncratic skill development status, (b) the commonality of his status with that of other pupils, and (c) the nature of the instruction being offered.

The component parts of the entire system are described in detail in the next section of this paper, but each is briefly introduced here to show the interrelationships among the several parts.

To assess pupils' attainment of specific skills (objectives), a set of exercises designed for use with individuals— Prototypic Exercises for the Assessment of Reading Skills— provides a means for sampling pupil behaviors associated with each of the skills in selected areas of the Outline of Reading Skills. The Prototypic Exercises for the Assessment of Reading Skills are reproduced, reduced in size, in the final portion of this paper. A parallel set of exercises for group administration— the Wisconsin Expanding Inventory of Reading Development— has also been devised. The group exercises provide a means for initial assessment and periodic checking of skill development with the time-saving advantages of group administration. Taken together, the group and individual exercises provide the basis for the assessment and continual updating of the Individual Reading Skill Development Record.

The Individual Reading Skill Development Record, a folder that serves as a permanent record of skill development and as a repository for relevant supplementary information for individual pupils, is an integral part of the system. The Outline of Reading Skills is reproduced on the Record and space is provided for the teacher to indicate when the pupil reaches an acceptable level of proficiency with each skill. Thus, when it is kept current, the Record provides an up-to-date individual profile of reading skill development from kindergarten through sixth grade.

Finally, a correlated list of materials and procedures has been compiled for use with the Wisconsin Prototypic System of Reading Instruction. Again, the basis is the Outline of Reading Skills: Specific suggestions are keyed to the objectives in the outline. The intent is not to provide a comprehensive listing, but to identify a core of materials and procedures found to be useful in the field. In application, the expectation is that teachers will supplement the basic list with materials that are available and procedures that are particularly useful to them. The materials and procedures list completes the instructional cycle inherent in the prototypic system: a behavioral objective is stated; a means is provided for sampling the behavior involved with that objective, yielding a basis for assessing skill attainment; and, if an acceptable level of mastery has not been reached, materials and procedures appropriate for teaching/learning the skill are suggested.

ASSUMPTIONS

Several assumptions have shaped the development of the prototypic system.

The Outline of Reading Skills was constructed to accommodate an eclectic approach to the development of word recognition skills. The skills included in the word recognition portion of the Outline have been found to be generally acceptable to teachers who employ a variety of instructional approaches. It seems obvious, however, that no single outline could accommodate all of the approaches, with their wide variations in emphases and the hierarchical arrangement of skills, being advocated at the present time.

Aside from the specific area of word recognition, the general assumption is that the prototypic system described here will be adapted

in view of existing local conditions. The prototypic system can be the foundation upon which a reading program that is appropriate for and sensitive to the needs and desires of a local school or school district is built. The most valuable contribution of the prototypic system in some situation may be its provision of a starting point for discussion of the objectives of a desirable reading program and the means for reaching the objectives. The essential point here is that change, in the form of refinement in view of additional knowledge and adaptation to meet local needs, is not only expected but encouraged.

While most of the early field tryout has been conducted in Multiunit schools, every attempt has been made to keep the prototypic system workable in traditionally organized schools. There is little question that the Multiunit organization facilitates the implementation of the system, just as it facilitates the implementation of many other types of innovations; nevertheless, there are no inherent conditions to block the implementation of the system in other organizational set-ups. (Suggestions for implementation in Multiunit and traditional schools are given in another section of this paper.) The system should be equally workable, too, in both graded and ungraded schools, for the hierarchy of skill development is not necessarily tied to grade level designations.

There is no assumption that any particular array of instructional materials will be used in schools where the prototypic system is in operation. As already mentioned, the list of correlated materials and procedures is intended merely to provide a base from which a more comprehensive list can be developed. The expectation is that in operation the system will be useful in making a multitext/multimaterial approach to reading instruction truly workable. That is, given a consensual statement of sequentially arranged behavioral objectives, the task of insuring continuity of instruction from a variety of materials is made more reasonable than it might be when each teacher must attempt to coordinate skill development sequences that are frequently out of phase in different materials.

A final and extremely important assumption is that the school personnel who tackle the task of individualizing instruction through the use of the prototypic system will be willing to accept the hard work involved. The prototypic system is not an instant reading program, nor is it a neat little bundle of self-administering lessons. It provides a foundation for a reading program and it is a basis for individually guided instruction; but the details must be provided in the local setting and the teaching is the responsibility of the teachers in the field. We feel that good teachers would want it no other way.

II

OVERVIEW OF COMPONENT PARTS OF THE PROTOTYPIC SYSTEM

THE OUTLINE OF READING SKILLS

As a statement of the objectives of reading instruction in kindergarten through Grade 6, the Outline of Reading Skills is the foundation of the prototypic system. The six areas covered in the Outline— I. Word Recognition, II. Comprehension, III. Study Skills, IV. Self-Directed Reading, V. Interpretive Reading, and VI. Creative Reading— include the objectives commonly considered in a reasonably broadly conceived definition of reading in the elementary school. Each of the six areas is subdivided into five levels, with Levels A, B, C, and D being roughly equivalent to Kindergarten, Grades 1, 2, and 3 and Level E spanning Grades 4, 5, and 6.

The question of whether or not to designate levels has been troublesome. One might argue that to designate levels is to imply that certain skills should be taught at certain grade levels and that this flies in the face of the basic assumptions underlying individualized instruction. On the other hand, the levels provide at least a rough indication of normative pacing by grade. The decision was to indicate distinct levels for kindergarten through Grade 3, the period during which the sequential development of skills receives much attention, and to indicate a single level for Grades 4–6, the period during which the emphasis is placed upon the refinement of skills. Teachers in graded situations may find the leveling to be of some use; teachers in nongraded schools are invited to ignore the levels. Both groups are cautioned to be concerned about each individual's skill development across the six areas covered in the outline. And, to state the obvious, the stage of an individual's skill development, not his year in school, dictates the appropriate level of his instruction.

Origins

The Outline of Reading Skills is based substantially upon the Madison Public Schools' scope and sequence statement. It does not differ fundamentally from hundreds of other scope and sequence statements and it was chosen for that reason: We did not feel it was necessary to rediscover the reading skills. The scope, sequential arrangement, and wording of the Outline were examined in the 1967–68 field tryout in five schools, and revisions were made in view of the feedback from the field. The present Outline, then, is a consensually acceptable statement by reading teachers who had an opportunity to work with the preliminary Outline for an entire school year.

The Outline

The Outline is given in the pages that immediately follow. Two points should be noted: First, specific objectives are not listed at Level E for Word Recognition. The assumption is that the essential skills will have been introduced early and that the attention at the intermediate level should be devoted to the refinement of existing skills. Second, some of the objectives listed under Study Skills might also have been listed under Comprehension and vice versa. Arbitrary placement for the purpose of recording should not imply a lack of relationship among the skills.

I. WORD RECOGNITION

Level A

1. Listens for rhyming elements
   a. Words
   b. Phrases and verses
2. Notices likenesses and differences
   a. Pictures
   b. Letters and numbers
   c. Words and phrases
3. Distinguishes sizes
4. Distinguishes colors
5. Distinguishes shapes of objects
6. Listens for initial consonant sounds

Level B
1. Has sight word vocabulary of 50 to 100 words
2. Follows left-to-right sequence
3. Has phonic analysis skills
   a. Consonant sounds
      1. Beginning
      2. Ending
   b. Consonant blends
   c. Rhyming elements
   d. Short vowels
   e. Simple consonant digraphs
4. Has structural analysis skills
   a. Compound words
   b. Contractions
   c. Base words and known endings
   d. Simple plural forms
   e. Simple possessive forms

Level C
1. Has sight word vocabulary of 100 to 170 words
2. Has phonic skills
   a. Consonants and their variant sounds
   b. Consonant blends
   c. Vowel sounds
      1. Long
      2. Vowel plus r
      3. a plus l
      4. a plus w
      5. Diphthongs oi, oy, ou, ow, ew
      6. Long and short oo
   d. Vowel rules
      1. Short vowel generalization
      2. Silent e rule
      3. Two vowels together
      4. Final vowel
   e. Knows the common consonant digraphs
3. Has structural skills
   a. Base words with prefixes and suffixes
   b. More difficult plural forms
4. Distinguishes among homonyms, synonyms, and antonyms
   a. Homonyms
   b. Synonyms and antonyms
5. Has independent and varied word attack skills
6. Chooses appropriate meaning of multiple meaning words

Level D
1. Has sight word vocabulary of 170 to 240 words
2. Has phonic analysis skills
   a. Three-letter consonant blends
   b. Simple principles of silent letters
3. Has structural skills
   a. Syllabication
   b. Accent
   c. Schwa
   d. Possessive forms

Level E
1. Chooses appropriate meaning of multiple meaning words
2. Knows syllabication patterns
   a. Syllabication patterns
   b. Single vowel sound per syllable

II. COMPREHENSION

Level A
1. Develops listening skills
   a. Has attention and concentration span suitable for his age
   b. Is able to remember details
   c. Can relate details to each other in reconstructing story read to him
   d. Can follow two oral directions
2. Increases vocabulary through listening
3. Is able to recall stories in sequential order
4. Anticipates outcome of stories
5. Interprets pictures critically
6. Can identify main characters in a story

Level B
1. Uses picture and context clues
2. Is able to gain meaning from
   a. Words
   b. Sentences
   c. Whole selections
3. Uses punctuation as a guide to meaning

Level C
1. Is able to gain meaning from
   a. Words
   b. Phrases
   c. Paragraphs
2. Reads in meaningful phrases

Level D
1. Reads for facts
2. Reads for sequence of events

Level E
1. Adjusts reading rate to
   a. Type of material
      1. Factual
      2. Fiction
   b. Level of difficulty
   c. Purpose
      1. Identification
      2. Reading for general information
      3. Reading for specific information
   d. Familiarity with the subject
2. Gains additional skill in use of punctuation as a guide to meaning (semicolon, colon, dash, and added uses of the comma)
3. Selects main idea of paragraphs
4. Reads for sequence of events
5. Is able to gain meaning from
   a. Words

Level E (continued)
- b. Sentences
- c. Paragraphs

III. STUDY SKILLS

Level A
1. Follows simple directions
2. Demonstrates elementary work habits
   - a. Shows independence in work
   - b. Accepts responsibility for completion and quality of work
3. Shows development of motor coordination (eye and hand)
4. Uses picture clues to find answers to questions

Level B
1. Follows directions
   - a. Follows directions when working in a group
   - b. Follows directions when working independently
   - c. Follows written directions
2. Has adequate work habits
3. Recognizes organization of ideas in sequential order
4. Summarizes material
5. Begins to make judgments and draws conclusions
6. Uses table of contents

Level C
1. Uses picture dictionaries to find new words
2. Groups words by initial letters
3. Explores library as research center
4. Shows increasing independence in work
   - a. Reads and follows directions by himself
   - b. Uses table of contents without being reminded to do so
   - c. Uses dictionary and glossary independently when appropriate
5. Begins to read maps

Level D
1. Begins to use index of books
2. Reads simple maps and graphs
   - a. Maps
   - b. Graphs
     1. Picture graphs
     2. Bar graphs
3. Realizes printed statements may be either fact or opinion
4. Has beginning outlining skills
5. Follows directions
6. Has adequate work habits

Level E
1. Increases and broadens dictionary skills
   - a. Alphabetizes words
   - b. Uses guide words as aid in finding words
   - c. Uses diacritical markings for pronunciation aids
2. Utilizes encyclopedia
   - a. Uses guide letters to find information on a given subject
   - b. Uses alphabetical arrangement to locate information
   - c. Understands the purpose of topical headings
   - d. Understands the index
   - e. Uses encyclopedia with greater facility to find information
   - f. Understands and uses
     1. Topical headings
     2. Cross references
     3. Bibliographies
   - g. Uses the index volume efficiently
3. Uses maps, charts, and graphs
   - a. Gains skill in reading and interpreting political maps
   - b. Begins to read and interpret simple graphs
   - c. Reads and interprets several kinds of maps
   - d. Reads and uses captions, keys, and legends of maps
   - e. Selects appropriate maps to determine
     1. Direction
     2. Distance
     3. Land formation
     4. Climates
     5. Time zones
     6. Populations
   - f. Reads and interprets additional kinds of graphs
   - g. Answers questions requiring the interpretation of maps, graphs, and tables
   - h. Gains skill in using many potential types of sources to solve a problem
4. Uses IMC or library effectively
   - a. Understands fiction books are alphabetized by author
   - b. Begins to use card catalogue to find information
   - c. Understands and uses author, title, and subject cards
   - d. Locates books on shelves
   - e. Uses cross reference cards
   - f. Uses other reference materials
     1. Atlases
     2. World Almanac
     3. Pamphlet file
     4. Magazines and subject index to children's magazines
   - g. Locates and uses audio-visual materials

1. Card catalogue
2. Equipment

5. Recognizes and uses with facility the various parts of texts and supplementary book and materials
6. Organizes information
   a. Gains skill in notetaking
      1. Begins to take notes in own words
      2. Learns to take notes selectively
      3. Arranges ideas in sequence
      4. Selects main ideas
      5. Selects supporting details
      6. Keeps notes brief
      7. Shows ability to work from own notes
      8. Identifies source of materials by use of
         a. Bibliography
         b. Footnotes
   b. Understands and uses outlining in work
      1. Uses correct form of outline
      2. Can find main idea
      3. Makes sample outline
      4. Outlines topics in more detail
      5. Uses own outline for oral and written reports
      6. Uses outline to organize thinking in appropriate areas
   c. Summarizes material
      1. Writes summary of a story in three or four sentences
      2. States important points expressed in a discussion
7. Evaluates information
   a. Realizes printed statements may be either fact or opinion
   b. Checks statements with those in other sources to evaluate validity
   c. Evaluates relevancy of materials to topic
   d. Compares various viewpoints on the same topic
   e. Evaluates information in terms of his own experience
   f. Identifies propaganda
8. Follows directions

IV. SELF-DIRECTED READING

Level A
1. Cares for books properly
2. Is aware of sequential order of books
3. Begins to show initiative in selecting picture books

Level B
1. Begins to apply independent word study skills
2. Is able to find answers to questions independently.
3. Begins to do recreational reading
4. Begins to select suitable reading materials independently

Level C
1. Broadens skills listed at Levels A and B
2. Develops increasing fluency

Level D
1. Develops varied purposes for selecting material
2. Begins to do independent research assignments
3. Is able to locate sources of information
4. Applies reading skills to subject matter areas

Level E
1. Conducts research independently
   a. Applies work study skills to independent work
   b. Uses bibliography as guide to materials
   c. Makes own bibliography in research work
   d. Uses multiple sources to find information
   e. Broadens application of reading skills
   f. Understands the function of footnotes
2. Reads independently
   a. Enjoys reading and reads widely
   b. Selects reading materials
      1. Appropriate for his reading level
      2. Of a variety of kinds (magazines, newspapers, etc.)
      3. That hold his interest
   c. Keeps a brief record of his library book reading
   d. Enjoys sharing his reading experiences with others
   e. Seems to use his independent reading to initiate activities (e.g., independent projects, intellectual or manipulative; creative activities; hobbies)
3. Appreciates literature
   a. Enriches vocabulary through wide reading
   b. Cherishes and rereads favorite books and stories
   c. Begins to evaluate a selection of literature and analyze why it did or did not appeal to him
   d. Shows interest in building a personal library
   e. Becomes more discriminating in his reading

Level E (continued)

f. Uses reading increasingly as a leisure time activity

V. INTERPRETIVE READING

Level A

1. Reacts to pictures and relates to own experiences
2. Shows interest in stories read
3. Begins to react to mood of poems and stories

Level B

1. Sees humor in situations
2. Reads with expression
3. Has empathy with characters

Level C

1. Recognizes implied ideas
2. Identifies character traits
3. Begins to make judgments
4. Begins to draw conclusions

Level D

1. Recognizes reactions and motives of characters
2. Has ability to relate to stories set in background different from his own
3. Makes simple inferences about characters and story outcomes

Level E

1. Reaches conclusions on the basis of stated facts
2. Relates isolated incidents to the central idea of a story
3. Understands character roles
4. Recognizes and analyzes more subtle emotional reactions and motives of characters
5. Handles implied ideas
6. Recognizes story problem or plot structure
7. Gains skill in interpreting and appreciating types of language (figurative, idiomatic, picturesque, dialectal)
8. Senses subtle humor and pathos
9. Reacts to writer as well as writing
   a. Begins to identify elements of style
   b. Begins to identify his purpose in writing
   c. Begins to evaluate and react to ideas in light of the author's purpose
10. Forms and reacts to sensory images
11. Perceives influence of different elements within selection
    a. Notes impact of time and place
    b. Follows sequence of events
    c. Understands cause-effect relationship
12. Identifies and reacts to tone and mood
13. Selectively assimilates ideas
    a. Uses ideas gained from reading to solve a problem in other areas
    b. Integrates ideas read with previous experiences
    c. Modifies behavior and thinking as a result of reading
14. Gains increased skill in critical reading
    a. Weighs evidence
    b. Combines materials from various sources in making decisions and solving problems
    c. Understands the importance of checking facts and conclusions frequently
    d. Develops understanding that critical thinking is necessary in a democracy

VI. CREATIVE READING

Level A

1. Engages in creative dramatic play based on stories read by teacher
2. Reflects mood in use of voice

Level B

1. Has ability to enjoy rhythm in words
2. Has ability to see and hear rhyming words
3. Can interpret ideas and stories through discussions, dramatizations, drawing, etc.
4. Has ability to do cooperative planning
5. Is able to share ideas
   a. Shares with individuals
   b. Shares with groups
6. Participates in development of experience charts
7. Tells original stories

Level C

1. Shows initiative in large group activities
2. Uses voice intonation creatively
3. Writes original stories

Level D

1. Shares in creative dramatics
   a. Acts out stories read
   b. Creates own plays
2. Identifies with people and situations encountered in stories

Level E

1. Participates in choral speaking
2. Memorizes poems
3. Tells stories to the group
4. Plans dramatizations of stories and poems
5. Reads selections of his choice and to the group
6. Shares books with others
7. Composes original stories and poems

8. Reads orally to entertain
9. Pantomimes
10. In artistic media expresses ideas gained from reading

INDIVIDUAL READING SKILL DEVELOPMENT RECORD

The Individual Reading Skill Development Record makes the system operational. The Record is a file folder on which the entire Outline of Reading Skills is printed. Space is provided for the teacher to check off each skill as it is attained. A record is begun for each child as he enters kindergarten and it is kept current through Grade 6.

Functions of the Record

The Record can serve a number of functions both in the classroom and in the total school building/district. The most prominent of the functions observed in the field tryout follow. (1) The simple fact of the Record's existence and its key role in the implementation of system keeps a broadly conceived overview of the objectives in reading constantly before the teacher. In the press of day-to-day operations it becomes extremely easy to focus upon bits and pieces and to lose the broad conception. The Record serves as a constant reminder. Furthermore, the Record can be the basis for inservice discussions of the scope and sequence of reading skills. (2) Within the classroom, the pupils' Records, if they are kept current, can serve as a basis for intraclass grouping for reading instruction. The function, then, is to facilitate individually guided instruction. Instruction need not necessarily be one-to-one to be individualized: Whenever instruction is planned in response to a specific need of an individual it is individualized. Inspection of the Records for common and/or unique pupil profiles can lead directly to the identification of specific skill development needs of individuals and groups, and instruction can be planned in terms of specific skills. (3) The Record can help to expedite communication about pupils among teachers within a grade or Unit. The need for such communication is obvious in the Multiunit school, and it is equally great when any degree of interclass grouping for instruction in reading is done. (4) The Record can also help to insure the flow of communication within both the school building and the school district. In a graded situation, the Record provides a base for the new teacher to begin with in the fall; the same information is available when a child moves from one Unit to another in a Unitized school. If the system is functioning district-wide, then pupils who change schools within the district will have a record of reading skill development to accompany them and their assimilation into a new group will be greatly expedited. (5) The Record can also be useful as a guide to reporting in parent–teacher conferences. It provides a concrete basis for discussing a pupil's overall skill development in reading. (6) Finally, because the Record is a file folder it can serve literally as a receptacle for supplementary information, such as group test profiles, anecdotal comments, etc.

Keeping the Record

Two collections of assessment exercises have been developed as a part of the prototypic system: the Prototypic Exercises for the Assessment of Reading Skills, designed for individual administration, and the Wisconsin Expanding Inventory of Reading Development, which is designed for group administration. Both sets of exercises are described in detail in the pages that follow. The point here is that the two sets of exercises are the basic tools provided within the prototypic system to (a) assist teachers in making the necessary judgments to keep the Individual Reading Skill Development Records current, and (b) insure a reasonable degree of consensus among teachers as they make their judgments.

The need for consensus in making the required judgments is basic if the Record is to serve an optimal function as a vehicle for communication. If teachers approach the task of making judgments about skill attainment with different sets of criteria and/or different conceptions of acceptable mastery levels, then the usefulness of the Record is limited to the self-contained classroom. The individual and group exercises, evoking behavior samples, serve the function of bringing the skill into focus. That a particular group of teachers accept the exercises just as they are described is, of course, less important than that they arrive at some mutually acceptable behavior descriptions. The suggested exercises can be adopted as they are or modified in whatever ways seem sensible.

Even with a consensually acceptable set of exercises, the question of precisely what constitutes mastery of a particular skill is extremely troublesome. A teacher may encounter children who succeed one day and fail the next with the same task; he may feel that although a child succeeds or fails with a specific exercise, this does not represent his real skill development status; or he may see that although a child performs a directed task satisfactorily, he cannot or does not apply the same skills independently. Because all of these situations exist, it is imperative that observations based upon

the exercises be tempered with good judgment and, in some cases, supplemented with informal observations. The teacher confronted with the necessity of indicating mastery of a skill on an individual's Record may find it disconcerting at first to operate without explicit norms; but experience has shown that the judgments can be made with reasonable confidence, particularly when guidelines have been arrived at through faculty discussion.

Teachers who participated in the field tryout devised some means for handling certain details of keeping the Record. The general feeling was that it would be useful to record the date on which a skill was judged to be at a sufficiently high level of development rather than simply to check it off. With that bit of information, teachers working subsequently with a record would know the grade/chronological age context in which the judgment was originally made. This is important because many skills must be developed to higher levels of sophistication after initial "mastery." Some teachers recorded the dates in different colors, which were keyed to pupils' grade placement. That is, second graders' entries were made in, say, red; third graders' in blue; etc. The expectation was that over the seven-year span covered by the Record the color keying would help to make individuals' emerging patterns of skill development clear. A few teachers attempted to set a minimum number of correct responses for each individual skill assessment exercise, but in general this was not felt to be particularly useful or desirable. Projecting into the future, as performance data from large numbers of pupils become available for the group assessment exercises, it will be possible to derive normative guidelines. Such guidelines should have some value in providing a starting point for making judgments about individuals, but they will not replace considered judgments based upon the exercises and/or systematic observations.

A question that has frequently been asked is: How much time will it take to keep the Record current? Unfortunately, there is no general answer. For some individuals keeping the Record will take much time, and for others it will take relatively little time. There is no question that the total time involved for an entire class will be substantial. But to keep things in perspective, the teacher viewing the Record for the first time must remember that the skills listed cover a seven year span of development.

PROTOTYPIC EXERCISES FOR THE ASSESSMENT OF READING SKILLS

The Prototypic Exercises for the Assessment of Reading Skills, which are designed for individual administration, are reproduced in reduced size in the final portion of this paper. Full-size Exercises suitable for use with children are packaged in an envelope with the recommendation that the Exercises be inserted into transparent plastic folders and bound in a large ring binder. Exercises have been prepared for each of the objectives (skills) included in the Outline of Reading Skills in Areas I, Word Recognition, II, Comprehension, and III, Study Skills; for reasons discussed later, there are no exercises for Areas IV, Self-Directed Reading, V, Interpretive Reading, and VI, Creative Reading. Each exercise calls for a sampling of the type of behavior associated with a specific skill from the Outline. As already pointed out, this behavior sampling serves to pin down the skill involved and to provide the teacher with a basis for making judgments about pupils' skill development status. Skill review cards, which include brief samplings from the several skills included at a given level, have been provided to aid the teacher in (a) establishing a pupil's base level of competence or (b) reviewing a pupil's skill status at a given point in the sequence.

In practice, the Exercises, in concert with the group Inventory, can be the source of basic input for the Individual Reading Skill Development Record. As the Record evolves, it dictates the particular exercises to be used at particular times. The skill levels (A, B, C, D, E) should not be tied slavishly to grade levels or years in school. Instead each teacher must be sensitive to each child's emerging skill mastery. A child might, for example, be operating at different levels in the several skill areas. It is necessary to watch simultaneously for growth through skill levels and across skill areas. While kindergarten teachers may be able to focus on a rather narrow band of skills, teachers at subsequent levels must be prepared to deal with wider achievement ranges, which may overlap two or more levels.

To focus on a specific skill on the Record, the procedure is to find the appropriate exercise, which is identified by the Outline designation (e.g., if the intent is to assess the skill given at I. A3b in the Outline the appropriate exercise is given at I. A3b in the Prototypic Exercises for the Assessment of Reading Skills). The sampling of behavior evoked by the exercise can help to provide one basis for a judgment as to whether the skill requires further concentrated attention or only incidental developmental followup. Of course the final judgment should always be based upon all of the information available (e.g. observations in other contexts, relevant standardized test scores, etc.), and in some cases it will be necessary to seek

additional information. Each exercise is intended to be prototypic: that is, the basic model is provided with the expectation that additions, revisions, and adaptations will be made.

As already noted there are no specific exercises for Areas IV, V, and VI of the Outline. Of course there are no exercises for Self-Directed Reading because to structure the task would be to preclude self-direction. Observations of self-directed reading must be made opportunistically, and judgments as to skill attainment are preferably made in consultation with the school librarian or instructional materials center director. Useful insights may also be gained from parent conferences. Prolonged observation and subjective judgments are necessary in the areas of Interpretive and Creative Reading. Spontaneous reactions from children are more indicative of underlying skill development in these areas than solicited behaviors. The Outline itself can serve as a guide to relevant observations and as a reminder of the many important skills that frequently tend to be neglected.

To sum up, several points that have been explicitly or implictly made about the Prototypic Exercises are reviewed. (1) The exercises are intended to help teachers to focus upon specific skills as they make judgments about individuals' skill development. (2) The Exercises are prototypic: They may be adapted, supplemented, or replaced in view of the demands of a particular situation. (3) Norms or expected minimum scores are not provided for the exercises. The suggestion is that an exercise serve as just one basis for skill assessment and that local teacher groups should develop their own criteria for judging skill mastery. (4) Time limits are not suggested for the administration of individual exercises. The focus is upon individual performance, so there should be no attempt to standardize administration procedures. (5) A final point, which has not yet been made, is that answer keys are provided only in instances where teachers in the field tryout felt they would be useful.

WISCONSIN EXPANDING INVENTORY OF READING DEVELOPMENT

The 1967–68 field tryout demonstrated the fact that implementation of the system would be greatly expedited if a means for group assessment were made available to serve as a basis for the initial placement of pupils on the Individual Reading Skill Development Record. The need for such an instrument was particularly apparent at the upper elementary levels, where pupils' background of skill development is well along and individual skill assessment can be excessively time consuming unless a certain base level of skill mastery is either assumed or determined by other means. In response to this need, the Wisconsin Expanding Inventory of Reading Development was constructed. The Inventory is designed for group administration as a paper-and-pencil test, and it parallels the Prototypic Exercises in both content and scope.

The Inventory is limited to the same skill areas as the Prototypic Exercises, i.e. Word Recognition, Comprehension, and Study Skills. Within each of the three skill areas, clusters of items are provided for the assessment of each of the sequentially arranged skills. The items in each cluster are patterned after the items in the individual exercise for the same skill. The intent, then, is to sample similar behaviors with both the individual and group assessment exercises so they can be used interchangeably as a basis for the judgments required by the Individual Reading Skill Development Record. The recommendation for practice is to administer appropriate portions of the Inventory early in the school year and to use the results obtained to make at least tentative judgments about individuals' skill status for the purpose of up-dating or beginning the individual Records. Analyses of pupil profiles can then provide basic data for initial grouping and instructional planning. The individual assessment exercises can be used as needed to fill in gaps, to verify existing information, and to check progress. Portions of the Inventory can be readministered or additional portions can be given when a teacher feels the information would be useful. The assessment sequence is discussed further in the implementation section of this paper.

The format of the Inventory is tied closely to the Outline of Reading Skills. That is, there are separate booklets for assessing the skills listed at each level in each of the three skill areas, e.g. Word Recognition, Level A; Word Recognition, Level B; etc. The complete Inventory comprises fourteen booklets, four for Word Recognition, five for Comprehension, and five for Study Skills. The intent is to make it possible to administer only the booklet from each skill area that is generally appropriate to the skill development status of a pupil at a particular point in time. In practice, the procedure may not be so straightforward with all pupils because some difficulty may be encountered in establishing a base level. That is, if a particular booklet is too difficult or too easy for a pupil, it will be necessary to administer the booklet for the preceding or following level. Given experience with the Inventory and some basis for estimating base level— say, observation

of performance on an informal inventory or on the skill reviews included with the Prototypic Exercises— teachers should be able to keep such problems to a minimum.

Too often the requirements of standardization and ease of scoring dictate the nature and content of tests and thereby prescribe the information they yield. We decided early that standardized administration and ease of scoring were secondary concerns in constructing the Inventory; the primary concern was to focus upon specific skills as explicitly as possible within the constraints imposed by group administration. Therefore, there are no time limits; the teacher is permitted to supply unknown words where word recognition is not the skill being examined; some exercises are scored by scaling responses and some scoring must be tempered by teacher judgment. Detailed instructions for administering and scoring the Inventory are given in the Teacher's manual. The essential point here is that the Inventory is not conceived as a "standardized" test; it is designed to serve a diagnostic function and the sampling of individual reading behaviors is the prime concern.

COMPENDIUM OF MATERIALS AND PROCEDURES

The Compendium of Materials and Procedures is a correlated list of materials and procedures prepared for use with the Wisconsin Prototypic System of Reading Instruction. The entries in the Compendium are keyed to the Outline of Reading Skills in the same manner as the Prototypic Exercises and the Inventory. In practice, then, if an individual or group is found to be having difficulty with a particular skill— say, I, Word Recognition, D2a Three-letter consonant blends— the teacher can refer to I.D2a in the Compendium for a listing of materials and/or procedures that are appropriate for use in instruction designed to help pupils to develop the skill.

The entries in the Compendium are meant to be descriptive rather than prescriptive. That is, the entries represent only a relatively small sample from the variety of materials and procedures available and appropriate for use in teaching most of the skills. The Compendium is intended simply to provide a nucleus of items that have been found to be useful in the field. Teachers should feel free to make use of the suggestions if they are useful or to make substitutions that are available and appropriate. The expectation is that teachers, as individuals and in faculty groups, will want to add to the entries given for most of the skills; therefore, space has been provided in the Compendium for additional notations. The Compendium is published as a Practical Paper of the Wisconsin R & D Center for Cognitive Learning.

SUMMARY

The five existing component parts of the Wisconsin Prototypic System of Reading Instruction are reviewed in the preceding pages. The format and source of each part are given in the summary list that follows:

1. Outline of Reading Skills. The Outline a hierarchical list of objectives in six areas of reading, can be found in the present paper and in the Individual Reading Skill Development Record.

2. Individual Reading Skill Development Record. The Record is a file folder on which space is provided for checking off each of the specific skills that appear on the Outline. A record is kept for each pupil from kindergarten through sixth grade.

3. Prototypic Exercises for the Assessment of Reading Skills. An exercise is provided for the assessment of each of the skills included in the areas of word recognition, comprehension, and study skills. The exercises are presented, reduced in size, in the final portion of this paper and the full-size exercises are packaged in an envelope, with the recommendation that they be inserted into individual plastic folders and placed in a ring binder for easy reference.

4. Wisconsin Expanding Inventory of Reading Development. The Inventory is designed for group assessment of the same skills covered by the exercises. Individual booklets are available by area and level (e.g. Word Recognition, Level A, etc.). There are fourteen booklets in all.

5. Compendium of Materials and Procedures. The Compendium, a list of materials and procedures appropriate for use in teaching the skills covered by the Exercises, is a Practical Paper of the R & D Center. Suggestions are keyed to the Outline of Reading Skills.

III

IMPLEMENTATION OF THE PROTOTYPIC SYSTEM

The fact that the prototypic system is not conceived as an instant reading program or a self-administering instructional sequence has already been pointed out. The system is conceived as a collection of essentials from which a reading program that meets local needs can be built and from which the individualization of reading instruction can proceed. Because the latter is so, there is no escaping the fact that a decision to work with the system will mean that everybody involved is likely to find himself confronted with a great deal of work, particularly at the early stages of implementation. We make no apologies: To individualize assessment and instruction is no easy task.

The discussion that follows has to do with implementing the prototypic system. There are several specific concerns. First, if implementation of the system is to proceed in a reasonably straightforward manner, then certain assumptions regarding commitment and attitudes should be met. These assumptions are discussed. Second, the need for inservice efforts is recognized and some relevant topics for consideration are suggested. Third, a rationale for grouping is presented. And, finally, there are some suggestions specifically for implementation in Unitized and non-Unitized schools. Unfortunately, there are few pat answers to the questions that persist regarding implementation, but the discussion is based upon lessons we learned from the field tryout.

GENERAL ASSUMPTIONS

Four general assumptions that we feel are essential to the successful implementation of the prototypic system are discussed here. The assumptions should be considered and consensus reached before implementation is undertaken.

Total Staff Involvement

Individualization of instruction in reading through the use of the prototypic system is not likely to get to a functional level without the active participation and support of an entire school faculty. The Individual Record, the Prototypic Exercises, and the Inventory are all designed to facilitate the skill development of individual pupils from kindergarten through Grade 6; and the expectation is that the flow of information will be vertical as well as horizontal. Anything less than total staff participation will block the flow of information about individuals as they move through the school experience. (It should be noted that individual teachers, particularly remedial teachers, have found the Record to be useful; but, of course, the usefulness of the Record is then limited to a relatively short time span and to the context of a single classroom.)

Aside from assurance of an unbroken flow of communication, total staff participation is important, too, because the development of the total reading program requires input, or at least understanding, from all who will be involved. The fact that the prototypic system is not the reading program has been pointed out repeatedly in the preceding pages. The task of filling in the framework provided by the system is one that demands the instructional leadership of a principal, the consultative help that may be available, and the careful consideration of the instructional staff. (There is no intent to imply that before a staff began to think about implementation of the prototypic system there had been no thought or effort devoted to the instructional program in reading. To the contrary, the assumption is that the staff will want to assimilate the strong aspects of existing practice into the new scheme of things. Perhaps it is also realistic to assume that, in a majority of situations where the system is about to be implemented, the existing program was basically sound and strong: This is the kind of base from which movement toward individualized instruction is likely to proceed.)

Finally, total staff commitment is important because solidarity makes for esprit de corps;

and at a time when not only hard work but probably personal rethinking and reorganization is required, esprit can be the critical factor in the success of the effort. This is not supposed to be a treatise on group dynamics, but the fact that one or two carping critics can do great damage has been amply demonstrated.

The first assumption, then, is that there be a reasonable degree of commitment of all staff members to the effort before implementation of the program is begun. The commitment can be confined to the staff of a single building; but, of course, a district- or system-wide commitment is preferable. Implicit here is the assumption that a reasonable period of time will be devoted to the implementation.

A quickie tryout for a semester or even a year is not likely to amount to anything worthwhile. Implementation of the system will take time. Recognition and acceptance of the latter as a fact are the bases for the second assumption.

Three-Year Sequence

Doldrums often come after an enthusiastic start has been made in the absence of intermediate goals and time guidelines. There is no question that the task of working out the details and establishing the patterns of working relationships required for installing the system and getting an individualized instructional program to a fully operational stage for an entire elementary school will take considerable time. To avoid the doldrums, it is realistic to think of implementation as a two- or three-year sequence of activities. Details of the sequence must, of course, be worked out in the local setting, but a sequence that we feel is generally realistic is suggested here by way of an example.

In a traditionally organized elementary school, kindergarten through Grade 6, the first year might be spent in (a) conducting the inservice sessions (see the following section of this paper for a discussion of inservice needs) felt to be a necessary requisite to the total operation; (b) actually beginning the implementation—that is, administering the group/individual assessment exercises and completing the individual records up to the appropriate level —at the primary (K–3) level in Areas I, II, and III; and (c) finding and organizing appropriate materials and procedures for teaching the Level E skills, particularly in Areas IV, V, and VI. Such an approach would permit the primary teachers to limit their focus to the explicitly described skill areas while they lay a foundation of skill assessment for the total operation, and at the same time it would permit the teachers in the middle grades to begin to talk specifically about the nature and range of skills at their levels. The second year, then, could be spent in (a) continuing with Areas I, II, III while expanding to Areas IV, V, VI in the primary grades; (b) picking up the existing individual records and continuing them in Grade 4; (c) beginning the individual records, primarily as a skill review technique for the then current year, in Grades 5 and 6; and (d) participating in inservice training and discussion sessions designed to tackle problems identified during the first year and to cope with problems as they arise in the second year. With such a sequence the system would be in full operation, insofar as the use of current individual records for initial placement and subsequent grouping are concerned, during the third year, which could be conceived as a final year for debugging.

Obviously the pace could be quickened or slowed in view of local conditions. Perhaps a two-year sequence would be adequate in Unitized schools or in situations where supporting personnel—e.g. reading consultants, paraprofessionals—are available. On the other hand, to introduce the system at the rate of a grade per year, beginning with kindergarten, might be desirable in some situations. Whether the pace with the latter arrangement would be too slow to maintain momentum remains to be seen: There could be a glacier effect, with slow but inexorable forward movement until all of the grades are included.

An essential point here is that implementation should proceed with all deliberate speed. But to keep personnel from being overwhelmed by the many tasks involved at the early stages, a realistic pace must be set and interim goals established. A second point is that attempts at evaluation in terms of achievement over the elementary grades should come only after the system has been installed and sufficiently debugged to be operating reasonably smoothly.

Acceptance of the Flexible Approach

An extremely important assumption is that the personnel involved in implementation understand the need and are willing to accept the responsibility for a great deal of self-directed activity. The need for discussion, consensus with regard to skills, judgments, choice of materials, and so on has been stated so frequently in this paper that the point may already be overmade, but it is critical. The school faculty that is not ready to accept an active role in the implementation process is best advised not to become involved with the prototypic system. For those who want them, there are as many prepackaged instructional programs as there are prepackaged meals. Both tend to be equally bland.

Local Adaptations

The final assumption is that local adaptations of the system—in view of the administrative setup, philosophy, preference for methods and/or materials, etc.—will be made. Such adaptations are not only expected but also can be made without doing violence to the system.

INSERVICE PREPARATION OF STAFF

Once a firm commitment to individualization of reading instruction through the use of the prototypic system has been made, the process of implementation can be facilitated through a series of meetings. In such a series of meetings some new information should be provided; but equally or more important there should be opportunities for the immediately involved faculty group, including the principal as instructional leader, to carry on the discussions and make the decisions that are required to make the system operational and fill in the substance of the total reading program. The setup and sequence of the meetings, particularly those designed for information input, will need to be worked out in view of local calendars and availability of resource persons, but some general topics that appear to be basic are listed with comment.

1. Overview and demonstration of component parts of the prototypic system. This would be primarily an input session, where the system would be presented, preferably by someone who had worked closely with its development or use in the field, and general questions about the system and specific questions about the component parts could be answered. A video tape/kinescope devoted to introduction of the system and demonstration of the component parts will be available in late September from the Wisconsin R & D Center for Cognitive Learning.

2. The concept of "reading" broadly defined. "Reading" is broadly defined by the Outline of Reading Skills. If the range of skills involved is to be attended to in practice as well as in theory, then there must be general acceptance of the broad definition and some ideas on how to proceed must be developed and exchanged. (One idea, dual-groupings, is discussed in the next section of this paper as an example.) One or more sessions devoted to the examination of definitions, reading behaviors involved, and promising procedures and techniques would be desirable.

3. The concept of individualized instruction. "Individualized instruction" has come to mean quite different things to different people. At one extreme, it may imply self-selection, self-pacing, and strictly individual instruction, where the teacher interacts with each child on an individual basis. Or, it may imply individual assessment and instruction based on the needs of individuals, who might be taught individually or in groups identified on the basis of their common needs. As a school faculty moves toward a program of individualized instruction it is extremely desirable that there be basic agreement regarding the specifics of individualization, e.g. basic assumptions, administrative setup, working relationships. Consideration of existing viewpoints and knowledge prior to making the decisions that will shape local practice will be useful.

4. Discussion of essential skills. The particular skills listed in the Outline of Reading Skills can provide focus for discussion of scope, sequence and specificity of an acceptable, maximally useful statement of essential skills for use in the local setting. Such discussions may lead to modifications of the Outline and/or additions to the Outline, say, more explicit breakdown into subskills; or they may serve essentially to clarify and to familiarize participants with the Outline. In either case, discussion is desirable and worthwhile. In addition, through discussion of the specific skills and the behaviors involved, teachers can move toward consensual standards of mastery, which is vital if the Individual Records are to be meaningful.

5. The overall testing program. At some point it will be necessary to consider the relationship of the nonstandardized assessment instruments included with the prototypic system to (a) the standardized testing program that exists or is contemplated and (b) locally developed informal instruments that may exist. With regard to the latter, the suggestion is that any informal instrument that has been found to be useful ought to be retained and used to acquire supplementary information that can be useful in making judgments about the skill attainment of individuals. On the other hand, the decision may be to cut back on standardized testing and/or to seek tests for the general assessment of reading achievement that are most closely in line with the objectives of the instructional program in reading.

6. Materials and procedures. A general session on materials and procedures might profitably come after smaller groups have had an opportunity to conduct a search at given levels. The purpose would be to acquaint each teacher with particularly useful materials and ideas at various

levels. The Compendium of Materials and Procedures can serve as a starting point.

7. Planning/feedback sessions. Brief but frequent sessions devoted to common problems and short-range plans should be scheduled, some for the total group and some for subgroups, e.g. teachers concerned with teaching skills at a given level. Such sessions need not take more than 20–30 minutes, but they probably should be scheduled on a weekly basis. One focus for such sessions, aside from dealing with problems as they arise, could be consideration of regrouping for certain individuals as skill development profiles change.

8. Orientation for new teachers. Each fall, and at other times as needed, one or more orientation sessions should be held to acquaint new teachers with the system and its components. Unless this is done, faculty commitment to and participation in the program will gradually become eroded through lack of information and active involvement. Unit leaders, or their counterparts in traditional schools, are likely to be in the best position to conduct such sessions.

GROUPING FOR INSTRUCTION

Current Individual Records provide information that can be the basis for intelligent grouping as well as for determining individual instructional needs. In the field tryout it was clear that the most acceptable and workable approach to the individualization of instruction was through flexible grouping. The discussion that follows is, therefore, devoted to ideas and procedures for grouping within the context of the prototypic system.

Initial Grouping

When school starts in the fall, most teachers are anxious to get their pupils into at least tentative reading groups as quickly as possible. This initial grouping can be expedited by the use of the Wisconsin Expanding Inventory of Reading Development and the Individual folders. The latter will, of course, be available for initial grouping only in instances where the system was in operation during the preceding year, but the Inventory can be administered and scored to yield base line information very early in the fall semester.

With either or, preferably, both sets of individual data available, grouping can proceed in a straightforward manner: Within a grade level or within a Unit of whatever composition, pupils can be assigned to groups by commonality of skill development status. The range of skills to be considered can be expanded or restricted in view of the total number of groups to be formed. That is, placement within a level (A, B, C, D, E) might be considered to be sufficient commonality if relatively few groups were to be formed; whereas, much more explicit focus upon specific skills might be considered if more and smaller groups were to be formed initially. The size of the group and the basis for the initial grouping is of less importance than the fact of grouping for purposes of management. The important point, of course, is that the initial groups must be conceived as strictly temporary; from these groups pupils are to be deployed to other groups as their needs change.

Realistically, Skill Areas I, II, and III probably serve as an adequate base for initial grouping. Informal reading inventories, in addition to the Records, will be useful as a guide to the selection of reading materials for the groups and for individuals within the initial groups. A final word about initial groups: No matter what the criteria for forming them, the groups will be obsolescent in a very short time and obsolete within a month. This is a fact and most teachers recognize it. Nevertheless, many people continue to devise elaborate schemes for fall grouping and to take a month or two to carry them out; then they are too awed with their magnificent handiwork to tamper with the groups for the rest of the year. When the focus is to be upon the individuals who constitute the groups, there is less likelihood of becoming bogged down with group: When pupils no longer share the need for which they were grouped, they should no longer share the group.

Subsequent Grouping

Subsequent grouping should be as straightforward a process as initial grouping: Examination of the Records should lead to identification of pupils with common skill development needs, and these needs become the bases for grouping. Such flexibility calls for continuous assessment of individuals' skill development through the use of the prototypic exercises and reassignment of pupils to new groups. Where there is to be interclassroom or intra-Unit mobility for reading instruction, provision must be made for planning, discussion of profiles and replacement, probably not less than once each week.

This is the point at which some teachers, confronted with the need for continuous assessment and regrouping throw up their hands and wonder where they are going to find time for all that. Unfortunately there is no pat reply that is guaranteed to fire the questioner with enthusiasm. The individualization of instruction, even with a basis for efficient grouping, does

take time. The response here must be that the prototypic system is designed to be useful to teachers as they tackle the necessary tasks. Furthermore, it should be clear that the assessment of skill development is an integral part of the teaching of reading. Time should be budgeted each week— probably up to one-third of the time available for reading instruction— for assessment and for planning instruction on the bases of current data regarding individual skill development. Somehow a substantial number of teachers apparently have come to place more importance upon getting on to the next story in the reading text than upon the development of essential reading skills for each individual. This misplacement of emphasis is a product of slavish dedication to curriculum guides that are tied to grade levels. Fifteen minutes of instruction that is well planned in response to an individual need is likely to be more productive than an hour of let's-go-on-to-the-next-page instruction. Time spent in assessment activities offers every promise of being time well spent.

Sometimes the most efficient instruction is done with a single individual. As pupils' Records are examined for grouping purposes, some pupils with unique problems will be found. They should be dealt with individually. Referrals for special remedial or psychological help can be made when necessary. With constant assessment, special needs can be recognized and appropriate help provided at a very early stage, when the prognosis for recovery is most favorable.

Placement of Transfer Pupils

Pupils who transfer into a situation where individual records of reading development are being kept current can be placed in the instructional program and considered for grouping with relative ease. The procedure would be to give and score the appropriate portions of the Expanding Inventory (or the appropriate prototypic exercises, depending on preference) in order to establish a base level of skill development on the Record. From the resultant profile, decisions could be made about placement in the instructional sequence and about possible grouping.

A Plan for Dual Grouping

Most of what has been said to this point has had to do with the skills listed in the Outline under I, Word Recognition, II, Comprehension, and III, Study Skills. There are two reasons: first, specific assessment exercises have been developed for the three areas; and second, most of the skills in Areas IV, Self-directed Reading, V, Interpretive Reading, and VI, Creative Reading, require prolonged observations in relatively unstructured situations if assessments are to have validity. The fact that specific skills involved in Areas IV, V, and VI are listed in the Outline and on the Record provides some structure, for observations can be focused upon particular skills for selected time periods. By checking on individual competence with the various skills involved, a teacher can insure not neglecting vital skills.

To insure systematic observations in the three areas, however, a plan for grouping and for focusing upon the skills is desirable. One such plan has been devised by Mrs. DeLores VanderVelde of the Madison Public Schools and found to be viable.

Basically, it is a plan for dual grouping: A pupil is placed in one group according to his needs for instruction and skill development in the foundation, or tool, areas of word recognition, comprehension and study skills; and he is placed in a second group according to teachers' judgments regarding their perceptions of his attitudes and abilities in the areas of self-directed, interpretive and creative reading. To accomplish the latter, a check-sheet (shown on the following page) to assist in making judgments in several areas has been devised.

Use of the check sheet would permit teachers to examine general behaviors and to group pupils with similar attitudes and/or abilities. There appear to be at least two advantages. First, the behaviors in the areas of concern here are not necessarily tied directly to skill status in the foundation areas. That is, a child might have the basic word recognition skills, have the basic study skills, and be able to cope with literal comprehension, but be unmotivated where self-directed reading for enjoyment is concerned and at a loss so far as creative or interpretive reading is concerned. The dual grouping scheme permits the teacher to focus separately on the latter areas in setting up groups and in planning library and related experiences. Second, the task of making specific judgments regarding Area IV, V, VI skills is made more manageable by bringing pupils with generally similar characteristics together. The plan seems sufficiently promising to merit additional tryout and refinement.

Role of Paraprofessionals

This is not the place to become involved in a general discussion of the role of paraprofessionals (or teacher aides or whatever local terminology happens to be applied to describe personnel who are not fully certified as professional teachers and whose essential function is to assist teachers) because, at least for the forseeable future, the specifics will need to

Name _____ Grade _____

(Underline the appropriate characteristic and rate each generalization on the five-point scale.)

	Almost Always	Usually	At Times	Seldom	Only when directed
1. Enjoys reading appropriate to his level.					
2. Reads with efficiency / interpretation / understanding in the subject matter areas.					
3. Considers facts / opinions / inferences in drawing conclusions.					
4. Exhibits evidence of creative impact of reading: dramatizes . . . . / illustrates . . . . / writes. . . . . / reads more					
5. Reacts personally to plot / environment / characters in story reading					

Fig. 1. Check Sheet for Self-Directed, Interpretive, and Creative Reading

continue to be worked out at the local level and, realistically, in view of the qualifications and aptitudes of individuals. Nevertheless, it seems clear that paraprofessionals, when they are available, could assume a number of specific responsibilities in the operation of the prototypic system, particularly with regard to activities that can be subsumed under grouping as a general area of concern. Again, these roles must be worked out explicitly in the local setting, but some suggestions can be made here.

An obvious starting point for participation would be the administration of the Wisconsin Expanding Inventory of Reading Development. Teachers should probably participate in the scoring, particularly when judgments that are to be recorded on the individual records are to be made, but it would appear that much of the scoring task could be handled by paraprofessionals. With teacher direction, many of the prototypic exercises could also be administered by paraprofessionals; but, again, judgments to be recorded on the individual folders should be the responsibility of teachers.

Paraprofessionals can play an extremely useful role in facilitating instruction by working with small groups or individuals on skills that are causing difficulties. Specific skill deficits can be located from inspection of individual records, suggestions for corrective/developmental help can be found in the compendium, a plan of action can be formulated in consultation with the teacher, and the activities prescribed can be carried out. (An important finding from research on motivation is that in situations where adults are able to spend relatively brief periods of time working with

pupils on desired behaviors the results, in terms of pupil behaviors, have been good. The prototypic system can provide the structure for a program in which paraprofessionals work briefly but regularly with individuals on the development of specific reading skills in a sequential, developmental order. More exploratory work with this particular scheme is planned for the next stage of refinement of the prototypic system.)

IMPLEMENTATION IN THE MULTIUNIT SCHOOL

The Multiunit school—a concept that has been undergoing development, field tryout, and refinement within a project at the Wisconsin R & D Center—provides a receptive setting for implementation of the prototypic system of reading instruction. As already pointed out, four of the five schools in the 1967–68 field tryout of the prototypic system were Multiunit schools. Because the Multiunit concept and the concept of a prototypic system of reading instruction are in many ways complementary, implementation in the Multiunit setting is specifically discussed. The organization of the Multiunit school is very briefly reviewed along with suggestions for implementation. The organizational chart of a hypothetical Multiunit school of 600 elementary pupils is given in Figure 2. Key groups that operate at three

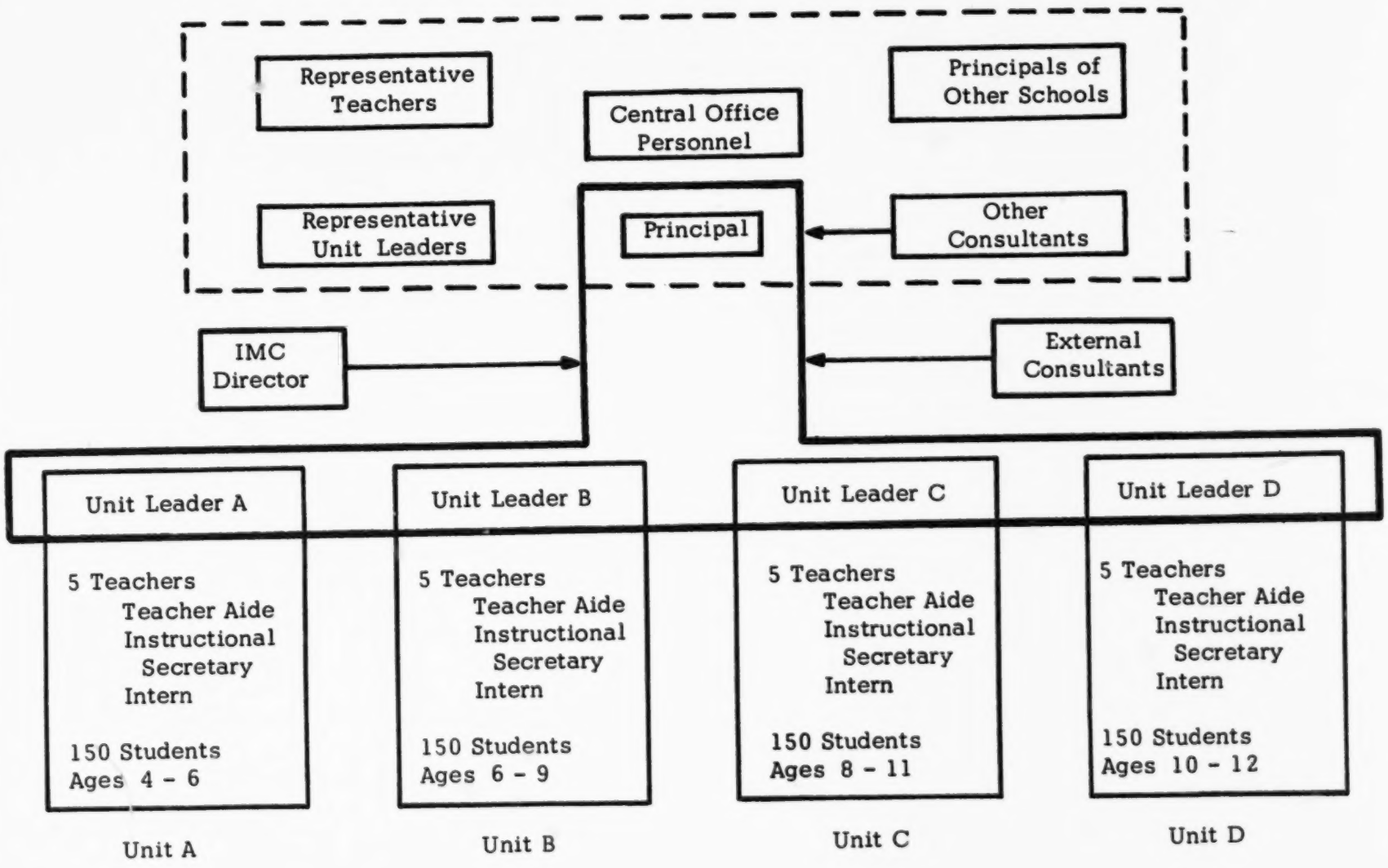

Fig. 2. Organization Chart of a Multiunit School of 600 Students

(From H. J. Klausmeier, R. G. Morrow, and J. E. Walter. The multiunit organization (I & R units) and elementary education in the decades ahead. Madison: Wisconsin R & D Center for Cognitive Learning, 1968.)

distinct levels in the organizational hierarchy are represented there. Numbers of pupils and personnel involved will of course, vary in practice.

The System-Wide Policy Committee, chaired by the superintendent or his representative, operates at the district level and includes relevant central office staff and consultants, principals from the Unitized schools, and representative Unit leaders and teachers. This group meets less frequently than the other two, but decisions with implications for the entire district are made at this level. With regard to the adoption and implementation of prototypic systems of instruction— in reading and in other curriculum areas— the role of the group is to consider the facts and, if such is their decision, to endorse and to disseminate relevant information to the schools and to the community.

The Instructional Improvement Committee is chaired by the building principal and operates at the building level. Unit leaders within the building are permanent members and consultants from available sources are involved as needed. The committee meets weekly and, among other things, takes leadership with regard to allocations of time, organization for instruction, consideration of materials and approaches to assessment, use of special personnel, and inservice activities. Decisions of the committee are communicated and executed by the Unit leaders. With these functions the Instructional Improvement Committee has a vital role in the implementation of the prototypic system of reading instruction.

At the outset, decisions with regard to the sequence and timing— that is, at what level to begin and how rapidly to proceed— of the implementation process must be made, and a series of interim goals and a scheme for eliciting and evaluating feedback must be established. The responsibility here is clearly with the Instructional Improvement Committee. Decisions must be made, too, about the general acceptability of the scope and sequence statement in the Outline— that is, can it be accepted as is or are certain general revisions necessary to meet local needs and expectations— and about the general content of the other component parts of the system. Such decisions are, of course, guideline decisions, for basic, operational changes— deletions, additions, revisions— must be made in view of feedback from experience with the system. Leadership for obtaining the latter and effecting the changes required must come from the Instructional Improvement Committee. The Committee must also make the general decisions and provide the leadership for building a locally acceptable and appropriate reading program around the framework provided by the prototypic system. Care must be taken to see that the proposed reading program fits into the general instructional program without doing violence to any other subject matter area(s). The Committee is in a position to see that (a) enthusiasm for a particular curriculum area does not result in neglect, even temporarily, of the remaining areas; and (b) over a period of time all areas receive special attention, i.e. clarification of behavioral objectives, clarification of effective approaches to assessing pupils' skill development status at short intervals and over the entire elementary school experience, and consideration of effective means for offering instruction that is truly individualized.

The Unit operates at the classroom level and includes the Unit leader, a professional teacher who teaches from one-half to two-thirds time; the regular teachers assigned to the Unit; and, when available, a teacher aide and/or an instructional secretary.[3] The instructional process is determined cooperatively within the Unit and is executed by Unit members. Thus, it is within the Unit that each child's achievement, progress, and other characteristics are assessed. These assessments— which are particularly vital to the successful operation of the prototypic system in reading— tend to be more accurate and comprehensive when the professional knowledge and perceptions of the several Unit members are brought to bear. Sharpened perceptions of individual characteristics and needs make frequent regrouping possible and redesigning of instructional approaches feasible. And, equally important, the Unit operation makes possible the pooling of strengths and competencies of several teachers with resultant upgrading of instruction. There are, then, many ways in which the Unit can expedite the implementation of the prototypic system. It is vital that at least two hours per week be set aside for Unit meetings: of this, one-third to one-half could realistically be scheduled for consideration of the operation of the prototypic system during the first two years of implementation. (Klausmeier, Morrow, and Walter have addressed themselves to the problems of finding time for such meetings and they have suggested several approaches.)

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[3]Much more explicit details regarding roles and responsibilities are given in The multiunit organization (I & R units) and elementary education in the decades ahead by H. J. Klausmeier, R. G. Morrow, and J. E. Walter. Madison: Wisconsin R & D Center for Cognitive Learning, 1968.

The essential point here is that the Multi-unit setup is a receptive environment for the prototypic system in reading and the system provides a base of specifics for the Unit operation. The complementary nature of the Unit-system operation is particularly clear in the following instances. (1) The Unit is a convenient operating group to make decisions about skill development, which demand experience, discussion and consensus if the assessment process is to be productive. That is, the facilitation of communication and the sharing of perceptions within a Unit are basic to the decision-making process with regard to assessing individuals' skill status and, subsequently, providing for individualized instruction. (2) The Unit operation makes for pooling of ideas regarding materials and procedures appropriate for use in developing specific skills. (3) Continual assessment of pupils and freedom of movement within a Unit is conducive to the kind of grouping necessary to insure individualization of instruction.

IMPLEMENTATION IN THE TRADITIONAL SCHOOL

"Traditional school" is defined here as any school that is not Unitized. This, of course, is not a very useful definition, for the variety of administrative setups and instructional emphases lumped together is virtually limitless. Yet, to attempt to direct specific discussions to specific setups would be unmanageable. The discussion is, therefore, limited to several general points.

First, as already pointed out, there is no inherent need to limit implementation of the system to any particular administrative setup. The focus is upon individual performance. Second, a number of assumptions and general requirements for operation of the system have been pointed out. These should be considered carefully before implementation is attempted. To begin without adequate staff commitment or a realistic time schedule is not only undesirable, but probably futile. Third, the task of implementation will be greatly eased if groups are formed within the school building to have concerns and responsibilities similar to those of the Instructional Improvement Committee and the Unit in the Unitized setting. The parallel to the Instructional Improvement Committee might comprise the principal and representative teachers from two to four levels; and the parallel to the Unit could comprise all of the teachers at a level, with one teacher designated "chairman." The essential point is that working groups must be established to insure communication and pupil mobility; without this, the impact of the system so far as individualization of instruction is concerned is almost certain to be dissipated or completely lost.

IV

PROTOTYPIC EXERCISES FOR THE ASSESSMENT OF READING SKILLS

Reductions of the Prototypic Exercises are given below and on the pages that follow. If a key is provided for an exercise, it is given immediately following the exercise. The key is given on the back of the exercise in the full-size version for actual use.

1

I. WORD RECOGNITION

A1. Listens for rhyming words and sounds, phrases, and verses.

a) Rhyming words

TEACHER: Do the names of these pictures rhyme?

(continued on following page)

2

I. WORD RECOGNITION

A1a. Rhyming words.

TEACHER: Listen to the words I say. Do these words rhyme?

man	pan
call	bell
sing	thing
leg	beg
thin	hen
can	rat
big	twig
park	play
hat	sat
when	pen

I. WORD RECOGNITION

A1b. Rhyming Phrases and Verses

TEACHER: Listen while I tell you a jingle. Some of the words rhyme. Tell me which words rhyme. (NOTE TO TEACHER: If you think the nonsense rhymes will be too distracting, omit them.)

1. "Little Jack Horner
   Sat in a corner."

2. "Humpty, Dumpty sat on a wall
   Humpty, Dumpty had a great fall."

3. "Do you know why
   There are stars in the sky?"

4. "Wing, wong, way
   Tisha, looma say."

5. "Looma see, looma so
   Tisha looma, taffy mo."

TEACHER: I am going to tell you a jingle, but I am not going to finish it. You finish it for me by telling me a rhyming word.

1. The big tall man
   Fried eggs in a ____.

2. It is so much fun
   To jump, and skip, and ____.

3. Apples and meat
   Are good things to ___.

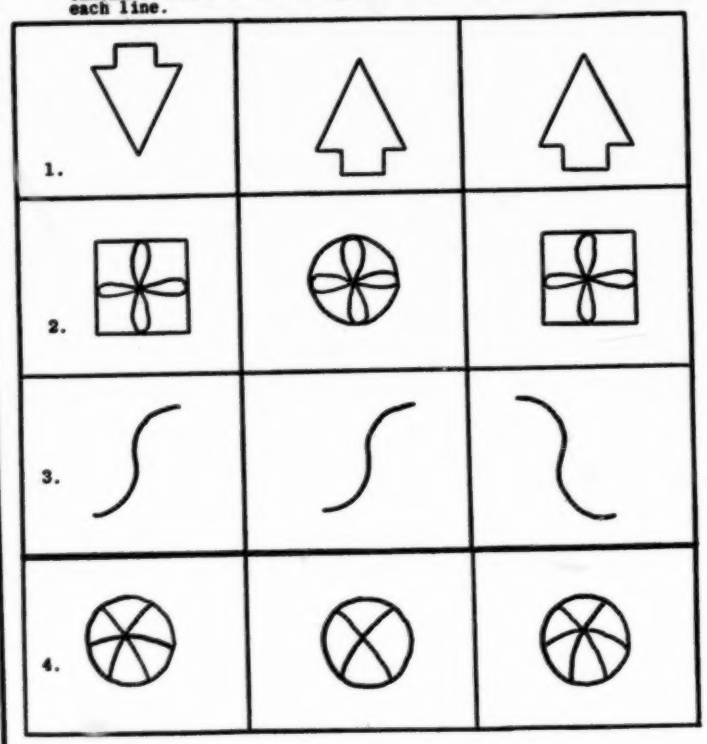
4. Mike, Mike,
   Rode a _____.

I. WORD RECOGNITION

A2. Notes likenesses and differences in pictures, letters, words, and phrases.

a) Pictures

TEACHER: Point to the two pictures that are the same in each line.



I. WORD RECOGNITION

A2b. Letters and numbers

TEACHER: Point to the letter that is the same as the first one in each line.

P	A	T	P	C
M	F	R	C	M
f	b	f	h	l
o	c	a	e	o
T	L	I	T	W
s	s	z	e	c
H	L	H	E	T
u	n	r	m	u
L	I	T	Y	L
d	b	p	d	g

TEACHER: Point to the number that is the same as the first one in each line.

3	8	3	5	2
7	9	1	2	7
5	6	5	8	3
9	6	0	9	8
4	7	4	9	0

I. WORD RECOGNITION

A2c. Words and phrases

TEACHER: Point to the word that is the same as the first one in each line.

down	it	down	the	find
big	want	car	end	big
from	from	as	to	what
see	how	see	other	like
jump	were	did	see	jump
hill	blue	go	hill	our
not	run	help	me	not
wanted	laugh	kitten	thank	wanted
happy	what	happy	out	stop
did	jump	cow	did	ran

(continued on following page)

7

TEACHER: Point to the group of words that is the same as the first one in each line.

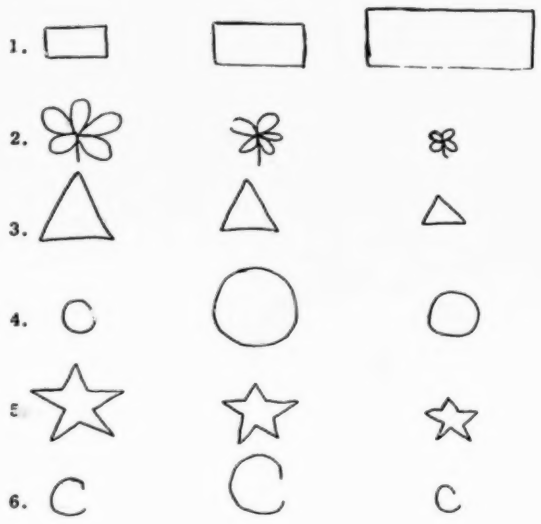
in a pan	under the table	in a pan	around the town
up the tree	behind the door	may not go	up the tree
to the store	to the store	up a hill	just so big
up and down	something wonderful	at the corner	up and down
back and forth	in and out	back and forth	found it

8

I. WORD RECOGNITION

A3. Distinguishes sizes

TO THE TEACHER: Ask the child to point to the thing that is biggest for numbers 1 and 3; to point to the smallest for numbers 2 and 5; and to point to the thing that is the middle size for numbers 4 and 6.



9

I. WORD RECOGNITION*

A4. Distinguishes colors

TEACHER: Point to the color I say.

blue	☐	☐
green	☐	☐
black	☐	☐
yellow	☐	☐
red	☐	☐
orange	☐	☐
white	☐	☐
brown	☐	☐
purple	☐	☐

NOTE TO THE TEACHER: A child who cannot discriminate between red and green on both examples should, perhaps, be tested by the school nurse for color blindness.

9B

TEACHER KEY:

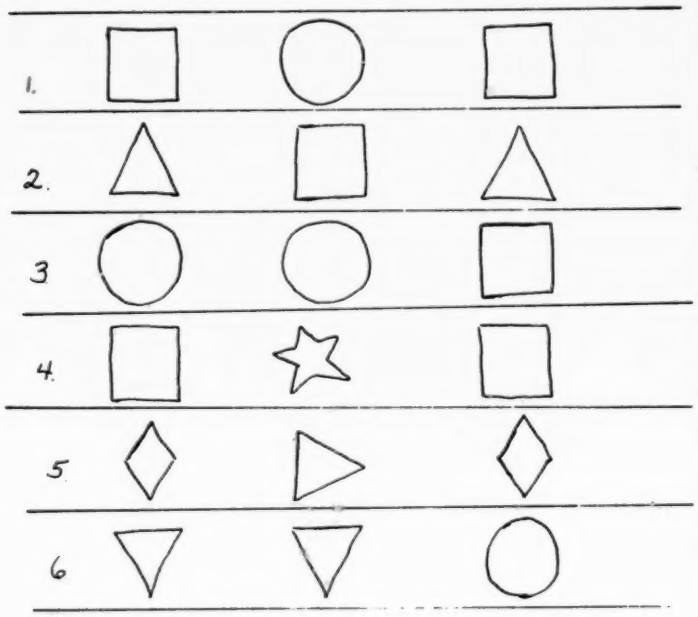
TO THE TEACHER: Color rectangles on the exercise card according to the following key:

Word	Rectangle	Rectangle
blue	black	blue
green	red	green
black	purple	black
yellow	yellow	white
red	green	red
orange	orange	brown
white	yellow	white
brown	black	brown
purple	purple	blue

I. WORD RECOGNITION

A5. Distinguishes shapes of objects

TEACHER: Find the two that are the same shape.



I. WORD RECOGNITION

A6. Listens for initial consonant sounds

TEACHER: Do the words I say begin alike?

bird	ball
boy	take
mother	monkey
house	hair
light	baby
candy	cake
nurse	yard
feather	farm
fish	girl
banana	dog

I. WORD RECOGNITION

B1. Has sight word vocabulary of 50-100 words.

TO THE TEACHER: Assessment of the size of a sight vocabulary must necessarily be tied to the particular materials that have been and are being used for reading instruction. Specific words must, therefore, be selected from materials used. The Dolch List of 220 words is provided because it includes many useful words that are frequently encountered. It should be understood, however, that (a) the list must be augmented with words from materials used and (b) known words may appear on any or all of the sublists.

In testing sight vocabulary, the emphasis should be upon quick recognition. A good procedure is to put individual words on flash cards and to present each word for a maximum of five seconds. (After sight recognition has been established you may want to allow more time to determine whether the pupil can use other word recognition techniques to get the word.)

You can note the method of attack to determine what skills are used, if any, and whether there is a tendency to over-analyze the words.

You may use the following list as a reference when making your flash cards.

Alternative word lists may be used. Some suggested lists are the Botel word list or the Sullivan word list. An additional suggestion would be to develop a word list using the vocabulary of the basal reader you use.

I. WORD RECOGNITION

B1. (cont'd.)

Preprimer	Primer	1	2	3
1. a	1. all	1. after	1. always	1. about
2. and	2. am	2. again	2. around	2. better
3. away	3. are	3. an	3. because	3. bring
4. big	4. at	4. any	4. been	4. carry
5. blue	5. ate	5. as	5. before	5. clean
6. can	6. be	6. ask	6. best	6. cut
7. come	7. black	7. by	7. both	7. done
8. down	8. brown	8. could	8. buy	8. draw
9. find	9. but	9. every	9. call	9. drink
10. for	10. came	10. fly	10. cold	10. eight
11. funny	11. did	11. from	11. does	11. fall
12. go	12. do	12. give	12. don't	12. far
13. help	13. eat	13. going	13. fast	13. full
14. here	14. four	14. had	14. first	14. got
15. I	15. get	15. has	15. five	15. grow
16. in	16. good	16. her	16. found	16. hold
17. is	17. have	17. him	17. gave	17. hot
18. it	18. he	18. his	18. goes	18. hurt
19. jump	19. into	19. how	19. green	19. if
20. little	20. like	20. just	20. its	20. keep
21. look	21. must	21. know	21. made	21. kind
22. make	22. new	22. let	22. many	22. laugh
23. me	23. no	23. live	23. off	23. light
24. my	24. now	24. may	24. or	24. long
25. not	25. on	25. of	25. pull	25. much
26. one	26. our	26. old	26. read	26. myself
27. play	27. out	27. once	27. right	27. never
28. red	28. please	28. open	28. sing	28. only
29. run	29. pretty	29. over	29. sit	29. own
30. said	30. ran	30. pot	30. sleep	30. pick
31. see	31. ride	31. round	31. tell	31. seven
32. the	32. saw	32. some	32. their	32. shall
33. three	33. say	33. stop	33. these	33. show
34. too	34. she	34. take	34. those	34. six
35. two	35. so	35. thank	35. upon	35. small
36. up	36. soon	36. them	36. us	36. start
37. we	37. that	37. then	37. use	37. ten
38. where	38. there	38. think	38. very	38. today
39. you	39. they	39. walk	39. wash	39. together
	40. this	40. were	40. which	40. try
	41. too	41. when	41. why	41. warm
	42. under		42. wish	
	43. want		43. work	
	44. was		44. would	
	45. well		45. write	
	46. went		46. your	
	47. what			
	48. white			
	49. who			
	50. will			
	51. with			
	52. yellow			

14

I. WORD RECOGNITION

B2. Follows left to right sequence

TEACHER: Name the letter or numbers in each line.

N	C	H	P
c	o	e	g
4	7	1	2
P	F	B	D
d	p	l	k
3	8	5	9
L	A	T	J
b	s	r	m
6	3	9	5

15

I. WORD RECOGNITION

B3a. Consonant sounds

1) Beginning

TEACHER: Do these words begin alike? (Teacher reads — child does not see word list.)

man	pet
ball	boy
girl	bird
mother	map
Sam	sit
light	fair
pig	leaf
fish	gate

TEACHER: Tell me another word that begins like each word I say. What letter makes this sound? (Teacher reads — child does not see word list.)

boy

man

nest

gate

light

fish

pig

16

I. WORD RECOGNITION

B3a. Consonant sounds

2) Ending

TEACHER: Do these words end alike? (Teacher reads—child does not see word list.)

bat	hut
pen	can
pig	pin
ant	hot
cup	cot
car	pit
nap	lip
cat	pan
six	sit
look	sink

TEACHER: Tell me which letter makes the ending sound for each word I say. (Teacher reads—child does not see word list.)

bat

pin

cup

car

ball

17

I. WORD RECOGNITION

B3b. Consonant blends

TEACHER: Listen carefully for the first two sounds in each word I say. Point to the pictures that begin the same way. (Teacher reads words—child sees only pictures. Covers lower half of page.)

(dr) "drink"

(tr) "tray"

(sl) "sleeve"

(cl) "close"

(fr) "from"

(br) "bring"

TEACHER: Listen carefully for the first two sounds in each word I say. Which two words begin the same way?

(bl)	blanket	broom	blouse
(gr)	glow	grapes	groceries
(pr)	prize	pray	play
(fl)	flag	frown	flower
(gl)	grow	glass	glad
(cr)	crayon	cloud	crown
(pl)	plant	play	proud

18

I. WORD RECOGNITION

B3c. Rhyming elements

TEACHER: Tell me a word that rhymes with each of these words. (Teacher reads—child does not see the word list.)

pan

ball

sat

far

when

19

I. WORD RECOGNITION

B3d. Short vowels

TEACHER: Tell me the vowel sound you hear in each word I say. What letter makes that sound? (Teacher reads—child does not see word list.)

man

pin

cup

hen

doll

duck

pan

bed

sit

hop

20

I. WORD RECOGNITION

B3e. Knows simple consonant digraphs

TO THE TEACHER: Give an example after explanation.

TEACHER: Two consonants often go together to make a new sound. These consonants are called digraphs. Tell me the digraphs in each of the words I say. (Teacher reads—child does not see word list.)

<u>sh</u>e	<u>ch</u>alk
tee<u>th</u>	<u>sh</u>ip
<u>ch</u>eese	wi<u>th</u>
fi<u>sh</u>	<u>ch</u>ur<u>ch</u>
bea<u>ch</u>	<u>th</u>umb

21

I. WORD RECOGNITION

B4a. Compound words

TO THE TEACHER: Explain compound words, if necessary.

TEACHER: Tell me the compound word in each sentence. Then tell me each of the words in the compound word. (Teacher reads—child does not see sentences.)

1. The <u>cowboy</u> likes to ride on his horse.

2. The <u>policeman</u> helped me to cross the street.

3. We saw <u>something</u> in the road.

4. There is a <u>birdhouse</u> in the tree.

5. The boys like to play <u>football</u>.

22

I. WORD RECOGNITION

B4b. Contractions

TEACHER: Say these words. Then use each word in a sentence.

I'm

it's

that's

can't

don't

23

I. WORD RECOGNITION

B4c. Base words and known endings

TEACHER: Tell me the root word in each word that I say.

napped

catches

runs

batting

scolded

taller

strongest

played

running

24

I. WORD RECOGNITION

B4d. Plurals

TEACHER: Tell me whether there is one or more than one. (Teacher reads—child does not see word list.)

boy

eyes

cheese

bikes

boxes

lady

wheels

buses

25

I. WORD RECOGNITION

B4e. Possessive forms

TO THE TEACHER: Repeat the underlined word after each sentence.

TEACHER: Does this word mean more than one, or does it tell that something belongs to someone.

1. The girl's dress was pretty.
2. The dogs began to bark.
3. Mary's mother called her for dinner.
4. The wheel came off Ann's wagon.
5. The ladies ate dinner.
6. The boys played ball.
7. The teachers played a game with us.
8. My dad's car is red.
9. The cat's tail is black.
10. The mothers held their babies.

26

I. WORD RECOGNITION

SUMMARY CARD — LEVEL B

Tom's grandfather gave him a brown pony for his birthday. Tom named his pony Brownie.

Tom loved his pony. He took good care of him. Everyday Tom gave the pony food and water.

In the summer, Tom's friends came to visit. Tom wanted them to see Brownie. He called the pony and gave him an apple.

Tom let his friends ride his pony. They all had a good time.

1. Find three words that have the vowel sound you hear in pin.
2. Sometimes two words are put together to make a new word, like playground. Find two more compound words in the story.
3. Find a word in the story that begins like bring and names a color.
4. Find a word in the story that begins like frog and means pals.
5. Find two words in the story that have the th sound you hear in the.
6. What word in the story tells us grandfather belonged to Tom?

26B

TEACHER KEY:

1. him, his, in, visit, (accept any of these words)
2. grandfather, birthday
3. brown
4. friends
5. grandfather, them, they (accept any of these words)
6. Tom's

27

I. WORD RECOGNITION

SUMMARY CARD — LEVEL B

Mother wanted Bill and Sally to be safe when they crossed the street. On the way to school she asked Bill, "Which light tells us to go?"

"The green light," answered Bill.

"That's right, Bill," said Mother. "Sally, which light tells us to wait?"

Sally answered, "I know! It is the yellow light."

Mother said, "Very good! Be sure you do what it says. Who can tell me which light tells us to stop?"

Both of the children shouted, "The red light does!"

"That was not hard," said Bill.

Mother said, "I am happy that you know what the lights tell you to do. I know my children will be safe when they cross the street."

1. Find a word in the story that rhymes with bed and is the name of a color.
2. Find a word in the story that is the name of one of the children and rhymes with will.
3. Find two words in the story that begin like boy.
4. Find three words in the story that end like den.
5. Which word in the story is a color and begins like grow?
6. Sally said to Mother, "It is the yellow light that tells us to wait. What one word could Sally have said that means it is?
7. Find a word in the story that means more than one light.
8. Find a word in the story that means more than one child.

27B

TEACHER KEY:

1. red
2. Bill
3. Bill, both, be (accept any two)
4. green, can, children
5. green
6. it's
7. lights
8. children

I. WORD RECOGNITION

C1. Has sight word vocabulary of 100-to-170 words.

TO THE TEACHER: Assessment of the size of a sight vocabulary must necessarily be tied to the particular materials that have been and are being used for reading instruction. Specific words must, therefore, be selected from materials used. The Dolch List of 220 wordsis provided because it includes many useful words that are frequently encountered. It should be understood, however, that (a) the list must be augmented with words from materials used and (b) known words may appear on any or all of the sublists.

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I. WORD RECOGNITION

C2a. Consonants and their variant sounds

TO THE TEACHER: Have the child read the following words.

treasure	ask
picnic	house
circus	police
giant	strange
good	get
trees	busy
drag	cake
cage	city
sure	

I. WORD RECOGNITION

C2b. Consonant blends

TEACHER: Listen carefully for the first two sounds in each word that I say. Which words begin alike?

(st)	stove	snowman	stairs
(sk)	skate	skunk	star
(sm)	smile	spoon	smoke
(sp)	swing	spool	spider
(sw)	sweater	swing	skirt
(sn)	snail	stove	snake

TEACHER: Tell me a word that begins like each word I say.

snow

smell

store

sky

spell

swell

I. WORD RECOGNITION

C2c. Vowel sounds

1) Long vowel sounds

TEACHER: Read these words to me and tell me the vowel which you hear in each word. Some of the words are not real words. We call them nonsense words.

nose	skates
cake	use
ice	seat
goat	tie
cheese	cute
rebe	labe
brile	goam
treep	prane

32

I. WORD RECOGNITION

C2c. Vowel sounds

2) Vowel plus r

TEACHER: Tell me the name of the vowel that is with r in words I say.

TO THE TEACHER: Because er, ir, and ur have the same sound, accept any of the three as a correct response for appropriate words.

barn	cover
fur	horse
bird	nurse
cart	dirt
corn	her

33

I. WORD RECOGNITION

C2c. Vowel Sounds

3) a plus l

4) a plus w

TEACHER: Tell me the vowel plus the letter after it in the following words. (Teacher reads - child does not see word list.)

draw	dark
ball	stall
pan	fed
lawn	saw
chalk	halt
dog	yawn

34

I. WORD RECOGNITION

C2c. Vowel sounds

5) Diphthongs oi, oy, ou, ow, ew

TEACHER: Sometimes two vowels work together and have one sound. Some of these vowel teams are oi, oy, ou, ow, and ew. Listen to the words I say. If the vowel sound is a vowel team, tell me the two vowels in that team. (Teacher reads - child does not see work list.)

TO THE TEACHER: Give examples if necessary. Accept either oi, or oy, and ou or ow for appropriate words.

house	who
boy	grew
time	soil
flew	toy
cow	cloud
new	with

35

I. WORD RECOGNITION

C2c. Vowel sounds

6) Long and short oo

TO THE TEACHER: Have the child read the following sentences to you.

1. The moon is very bright.
2. Mother makes cookies every week.
3. Father took us for a ride.
4. I will choose children to play a game.
5. We looked for a place to eat our lunch.
6. I have an interesting book.
7. We saw an elephant at the zoo.
8. It is a cool day.

35B

TEACHER KEY:

1. long
2. short
3. short
4. long
5. short
6. short
7. long
8. long

36

I. WORD RECOGNITION

C2d. Vowel rules
1) Short vowel generalization

TO THE TEACHER: Have the child read the following words. Tell him that some of the words are nonsense words.

cat	lut
hot	mab
bus	lis
sit	fom
red	seb

TEACHER: When there is only one vowel in a word, and that vowel is in the middle of the word, is that vowel long or short?

TO THE TEACHER: Call attention to exceptions such as hold, cold, bold, comb, climb, night, sight, fight, light.

37

I. WORD RECOGNITION

C2d. Vowel rules
2) Silent e rule

TO THE TEACHER: Have the child read the following words. Tell him that some of the words are nonsense words.

cake	dibe
nice	mape
rope	heke
tube	sule
Pete	jome

TEACHER: When there is an e at the end of a word, what sound does the vowel before it usually have?

TO THE TEACHER: Call attention to exceptions such as give, come, have, prove, etc.

38

I. WORD RECOGNITION

C2d. Vowel rules
3) Two vowels together

TO THE TEACHER: Have the child read the following words. Tell him that some of the words are nonsense words.

day	gaip
train	soam
boat	tay
meat	kiel
tied	pread

TEACHER: When two vowels are together in a word, what sound does the first vowel have, and what sound does the second vowel have?

TO THE TEACHER: The above generalization is usually true for these vowel combinations: ai, ea, oa, ay, ee, and ow. It isnot always applicable for the ie or ei combination.

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I. WORD RECOGNITION

C2d. Vowel rules
4) Final vowel

TO THE TEACHER: Have the child read the following words.

go

she

me

he

so

hi

TEACHER: If there is one vowel in a one syllable word and it comes at the end of the word, what sound does it usually have?

40

I. WORD RECOGNITION

C2e. Knows common consonant digraphs

TO THE TEACHER: Give examples after explanation.

TEACHER: Two consonants often go together to make a new sound. These consonants are called digraphs. Tell me the digraphs in each of the words I say. (Teacher reads - child does not see word list.)

sink	what
where	shining
wing	thank
chicken	wishing
thing	which
back	long

41

I. WORD RECOGNITION

C3. Has structural skills
a) Base words with prefixes and suffixes

TO THE TEACHER: An example may be given, if it is necessary.)

TEACHER: Make a word to finish each sentence by adding a beginning (or prefix), a suffix (or an ending). Use the word next to the sentence as a part of your new word.

1. An umbrella is _____ on a rainy day. (use)
2. The teacher is _____ on the chalkboard. (write)
3. Harry was _____ when he lost the dime. (happy)
4. Billy is the _____ boy in the class. (tall)
5. You should be _____ to your classmates. (friend)
6. A key will _____ the door. (lock)
7. These birds fly _____ than those birds. (high)
8. Our dog has six _____. (puppy)
9. Do not be _____ with your toys. (care)
10. Ann was so _____ that she went to bed. (sleep)

42

I. WORD RECOGNITION

C3. Structural skills.
b) More difficult plural forms

TEACHER: Tell me whether there is one or more than one. (Teacher reads - child does not see word list.)

mice	circus
child	dresses
men	lady
goose	noses
houses	children

43

I. WORD RECOGNITION

C4a. Distinguishes between homonyms.

TO THE TEACHER: Have the child read and complete the following sentences.

TEACHER: Tell me the word you would use to complete each sentence correctly.

1. Mother bought some _____ for dinner. (meet, meat)

2. The boat has a _____. (sail, sale)

3. The rabbit went into a _____. (hole, whole)

4. A _____ sleeps all winter. (bare, bear)

5. _____ comes after three. (Four, For).

44

I. WORD RECOGNITION

C4b. Distinguishes between a synonym and an antonym.

TEACHER: Tell me whether these pairs of words are opposite or the same. (Teacher reads - child does not see word list.)

strong	weak
pretty	ugly
quiet	silent
let	allow
little	big
frightened	scared
girl	boy
quit	stop
black	white
present	gift

45

I. WORD RECOGNITION

C5. Has independent and varied word attack skills.

TEACHER OBSERVATION: In his free and directed reading, does the student...

1. use picture clues?

2. use contextual clues?

3. look for base words?

4. compare new words to known words?

5. note general configuration of words?

46

I. WORD RECOGNITION

C6. Chooses appropriate meaning of multiple meaning words.

TEACHER: Sometimes a word has two or more meanings, and then it is called a multiple meaning word. Here are some multiple meaning words. Tell me what the multiple meaning words in each sentence means. (Teacher reads - child does not see sentences.)

1. My hands are very cold. I made a snowman.

2. If you have a cold, stay in the house.

3. John worked for days to train his dog to walk on two feet.

4. The last car on the train was a caboose.

5. Tom was hit on the back of his head.

6. The storeman had to back his car out onto the street.

7. The boys played football in the yard back of the school.

8. Neighbors come to our house to watch TV.

9. John has on the new watch that he bought for this birthday.

10. Tim gave the right answer to the question.

11. Put your name in the top right hand corner of your paper.

47

I. WORD RECOGNITION*

SUMMARY CARD — LEVEL C

There were many animals for the boy to see in the barnyard. First he saw a white hen eating wheat from a can. After that he saw the farmer putting a shoe on the horse. An old truck for carrying farm tools was by the barn. The boy went into the barn where he saw a brand new calf sleeping by its mother. Back in a corner some fluffy baby kittens played with a ball yarn. If he stood on his toes he could see a fat pig stuck in the mud. A playful puppy tried to untie his shoe as he walked out of the barn. In front of him a mother goose and five baby geese waddled to their pen.

1. Find another word in the story that starts with wh like wheat. _____
2. Find two words in the story that begin with st like star. _____ and _____
3. Find the two words that end with ing. _____ and _____
4. Sometimes two little words are put together to make one big word like barnyard. Find another word in the story made up of two little words. _____
5. Find a word that begins with fl like fly. _____
6. Find two words with an ed ending. _____ and _____
7. Find a word that begins with tr like tree. _____
8. There is a word in the story that begins with sh like ship. What is it? _____
9. What word begins like break and tells about the calf? _____
10. What is the word that begins with un? _____
11. Find a word with oo like in soon. _____
12. Find the word that tells you there was more than one goose. _____
13. Find the word with the ful ending. _____
14. Find a word that ends in ee like tree. _____

47B

TEACHER KEY

1. white (accept where)
2. stood, stuck
3. putting, carrying, sleeping, eating (accept any two)
4. into
5. fluffy
6. played, walked, waddled, tried (accept any two)
7. truck, tried (accept either word)
8. shoe
9. brand
10. untie
11. tools
12. geese
13. playful
14. see

48

I. WORD RECOGNITION*

SUMMARY CARD — LEVEL C

Elephants

Elephants are the largest animals that live on land. They usually travel in the day. When it is cold or cloudy or when they are being hunted, elephants travel at night.

As the animals walk along, they sometimes push down young trees. They eat the roots, twigs, and leaves of the trees. Elephants eat weeds, too.

The elephant uses his trunk for many things. It is his nose and his arm and his hand. He uses his trunk to help pick up things.

1. Name one short vowel word and two long vowel words that name foods the elephant eats.
2. Find a short vowel word that names a part of the elephant's body that is very useful to him.
3. Find two words in the story that have the vowel sound you hear in mouse.
4. Find a word in the story that has the vowel sound you hear in talk.
5. Find two homonyms in the story for "two."
6. Find a word that means the opposite of smallest and the same as biggest.
7. Which of these is the right meaning for "trunk" as it is used in the story?

   a. part of a tree
   b. a big suitcase
   c. swimming shorts
   d. elephant's nose

48B

TEACHER KEY

1. twigs, leaves, weeds
2. trunk
3. cloudy, down
4. walk
5. to, too
6. largest
7. d. elephant's nose

I. WORD RECOGNITION

D1. Has sight word vocabulary of 170-to-240 words.

TO THE TEACHER: Assessment of the size of a sight vocabulary must necessarily be tied to the particular materials that have been and are being used for reading instruction. Specific words must, therefore, be selected from materials used. The Dolch list of 220 words is provided because it includes many useful words that are frequently encountered. It should be understood, however, that (a) the list must be augmented with words from materials used and (b) known words may appear on any or all of the sublists.

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I. WORD RECOGNITION

D2a. Three-letter consonant blends.

TEACHER: Tell me the three letters that begin each word that I say. (Teacher reads - child does not see words.) Some of the words are nonsense words.

scream	thrund
strible	sprilly
spread	split
scroft	strawberry
three	splack
shrab	shrimp

I. WORD RECOGNITION

D2b. Simple principles of silent letters

TO THE TEACHER: Have the child read these words.

TEACHER: Some consonants are not heard in words, and are called silent consonants. Tell me the consonants that are silent in each of these words.

know	sign
thumb	high
witch	knit
wrong	climb

TEACHER: Some vowels are not heard in words. Tell me the vowels that are silent in each of these words.

eat	gate
sail	please
read	four

I. WORD RECOGNITION

D3. Has structural skills

a) Syllabication

TEACHER: Read these words and tell me how many parts you hear in each word.

TO THE TEACHER: Give explanation if necessary.

drum	window
basket	finished
number	dictionary
hat	freeze
letter	foolish
elephant	decided
sled	visit
Indian	sent

TO THE TEACHER: This would be a good place to develop the generalization that every vowel sound in a word means a syllable.

53

I. WORD RECOGNITION

D3b. Accent

TEACHER: Tell me the accented part, or syllable, in each word I say.

pa per	be hind
bea ver	sta tion
ar rive	an swer
re move	to day
cap tain	kit tens
let ter	un tied

54

I. WORD RECOGNITION

D3c. The schwa

TEACHER: In some of the words that I read, you will hear the schwa sound. In some, you will not hear it. Tell me the words in which you hear the schwa sound. (Teacher reads.)

attack	delay
prescribe	tuna
royalty	eleven
garage	navy
pattern	machine

55

I. WORD RECOGNITION

D3d. Possessive forms

TEACHER: Read these sentences and tell me if the underlined words tell that something belongs to someone or something.

1. The boy's shirt was torn.
2. The plant's leaves began to turn brown.
3. The cat hurt its paw.
4. It's a nice day today.
5. The babies like to play with the puppies.
6. The boys went to the show with their mother.
7. The children enjoyed the movies they saw.
8. The bird's nest was made of twigs.
9. Johnny's spelling papers were on top of the desk.
10. The cowboy's boots were shiny.

56

I. WORD RECOGNITION

E1. Chooses appropriate meaning of multiple meaning words

TEACHER: Sometimes a word has two or more meanings, and then it is called a multiple meaning word. Here are some multiple meaning words. Tell me what the multiple meaning word in each setence means.

1. The Snow Queen and her princesses rode on the first float in the parage.
2. John was able to float all the way across the swimming pool.
3. Most students enjoy the recess periods.
4. Jim forgot to use periods when he wrote his story.
5. Can you figure how long it will take a rocket to reach the moon?
6. John F. Kennedy was an important world figure.
7. There were several bands in the parade.
8. The band of wolves surrounded the injured deer.
9. You can feel your pulse in your temple.
10. Have you ever visited a famous temple?

57

I. WORD RECOGNITION

E2. Knows Syllabication principles
a) Syllabication patterns

TO THE TEACHER: Write the words on a chalkboard or separate sheet.

TEACHER: Tell me where you would divide these words.

limit

produce

visit

little

silence

widow

swimming

metal

frozen

custom

58

I. WORD RECOGNITION

E2b. Single vowel sound per syllable.

TO THE TEACHER: Write the words on a chalkboard or separate sheet of paper.

TEACHER: Each syllable has only one vowel sound, so the number of vowel sounds you hear tells you how many syllables are in the word. Read these words. Where would you divide each of these words?

trial	create
purple	area
graduate	audience
cruel	diameter
lion	variety
violet	radio
diet	violin
idea	poetry
Indian	fuel
radiator	museum

59

I. WORD RECOGNITION*

SUMMARY CARD — LEVEL E

The otter likes to slide down the bank of a stream. In the winter he climbs to the top of a slope then slides into the cold, icy water. The water splashes and sprays much more when he slides this far. Not far from the otter's slide lives an old turtle. During winter he lies buried under several layers of warm mud. When spring comes he slowly climbs onto a rock to sun himself.

Some people say that a witch lives in the old rickety shack near the otter's home. At night strange cries have been heard when the wind whistles through the trees. Once some boys knocked on the door of the old shack. When they peeked in the window they saw an old woman sitting in a rocking chair knitting a scarf.

1. Find two words in the story that begin with str.
2. What word contains a silent b?
3. What is the short way of saying the home of the otter that is used in the second paragraph?
4. Find one word that begins with the letters spl.
5. Find five words in the second paragraph which have silent consonants.
6. Find two words in the story that begin with spr.

59B

TEACHER KEY

1. stream, strange
2. climbs
3. otter's home
4. splashes
5. witch, whistles, through, knocked, knitting
6. sprays, spring

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60

I. WORD RECOGNITION*

SUMMARY CARD — LEVEL E

Lions

The lion is one of the strongest and fiercest of all animals. The male lion, with his heavy body, big head, and long mane looks like a king.

Baby lions, called cubs, look like soft, furry kittens. When they are babies, lion cubs are as gentle and playful as kittens. When they are about six months old, they go hunting with their parents and outgrow their baby ways. Soon, they learn the ways of the grownup lion world.

Lions hunt in groups called prides. The adult lions eat what they want of the food they catch. Then the younger lions eat what remains. Because of this, the young lions are sometimes weak and thin. They just don't get enough to eat.

Lions hunt for food in the same way that a barn cat does. The lion hides and springs at smaller animals the same way a cat springs at a mouse. The lion's speed, strength, fierceness, and cruelty make lion hunting a dangerous sport.

1. Find a three syllable word that means <u>full of danger</u>.
2. Find a two syllable word that means <u>wildness</u>. Which syllable of the word should be accented?
3. Divide these words from the story into syllables. Put in the accent marks.

   a. strongest b. remains c. cruelty
4. Which of these is the correct meaning of <u>pride</u>, as used in the selection?

   a. high opinion of one's self
   b. hunting group
   c. something one is proud of
5. Which of these is the correct meaning of <u>remains</u>, as used in the story?

   a. stays b. continues c. what is left d. keeps on
6. Find two words in the second paragraph that have the schwa sound.

60B

TEACHER KEY

1. dangerous
2. fierceness — first syllable is accented
3. a. strong'est
   b. re mains'
   c. cru'el ty
4. b. hunting group
5. c. what is left
6. kittens, playful, about, parents (accept any of these)

1

II. COMPREHENSION

A1. Develops listening skills.

a. Has attention and concentration span suitable for his age.

b. Is able to remember details.

c. Can relate details to each other in reconstructing story read to him.

d. Can follow two oral directions. (See card III. A1.)

TO THE TEACHER: Observe the child's listening in varied situations over a span of several months.

There may be a variance between a child's ability to repeat what he has heard and to act on it. Though a child may have listened carefully and be able to repeat directions word for word, he may not retain the information to the completion of the task assigned.

2

II. COMPREHENSION

A2. Increases vocabulary through listening.

TO THE TEACHER: Note the child's incorporation of the listed school-type words into his listening vocabulary.

Observe the child's speaking vocabulary to determine if words from his listening vocabulary or concepts from it are filtering into his speech.

Listening		Speaking
_____	lavatory	_____
_____	wraps (coats)	_____
_____	chalkboard	_____
_____	custodian	_____
_____	recess	_____
_____	principal	_____

Watch for the appearance in the child's speech of other new words introduced in daily activities.

NOTE TO TEACHER: You may wish to substitute words commonly used in your school for those on the above list.

3

II. COMPREHENSION

A3. Is able to recall stories in sequential order.

TO THE TEACHER: Evaluate this skill using a story with strong emphasis on sequence, such as Goldilocks and the Three Bears or Little Red Riding Hood. Check to see that the child can retell at least four events in proper sequence.

4

II. COMPREHENSION

A4. Anticipates outcome of stories.

TO THE TEACHER: Read either of these stories to the child and have him predict the outcome.

It was a rainy day. Puff, the kitten, had been outside playing in the mud. She was tired when she came in and wanted a soft, warm place to sleep. She was wet and her paws were muddy. Puff walked across the kitchen floor Mother had just washed.

QUESTIONS: 1. Where did Puff go?
2. How did Mother feel about this?

Father and Bobby were raking the leaves. They saw a bird that could not fly. The bird had hurt its leg.

Father did what he could for the bird's leg. Then he put the bird into a small cage. Bobby gave the bird food and water every day.

One morning Father said to the bird, "Now you are strong. We will miss you."

QUESTIONS: 1. What will the bird do?
2. How will Bobby feel about this?

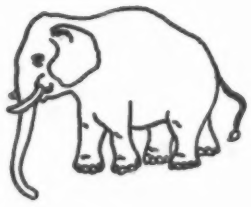
5

II. COMPREHENSION

A5. Interprets pictures critically.

TEACHER: Look at these pictures and tell me about them.

NOTE: Accept any reasonable answer that shows critical interpretation.



6

II. COMPREHENSION

A6. Can identify main characters in a story.

TO THE TEACHER: Ask the child to name the important people in a story you have read to the group. Then ask him what happened to the people.

(Suggested procedure: Discuss story you are currently reading to the class.)

7

II. COMPREHENSION

B1. Uses picture and context clues.

TO THE TEACHER: Picture clues: refer to Study Skills card III. A4. for pictures.

Context clues: read the following sentences and ask the child to select the appropriate word to complete each one. No choices are provided for the last two sentences. Accept any reasonable word the child supplies to complete each sentence.

1. Mary drew a funny picture of a dog. The children _____ when they saw it.

   a. jumped b. laughed c. strut

2. Would you _____ to the store and get a loaf of bread?

   a. catch b. smile c. go

3. Tom wanted a drink. Mother put some milk into a _____ for him.

   a. glass b. basket c. walk

4. Helen had a cake with candles on it because it was her _____.

5. Joey was afraid he was late so he looked at the _____ to see what time it was.

8

II. COMPREHENSION

B2. Is able to gain meaning from...

   a. Words
   b. Sentences
   c. Whole selections

B3. Uses punctuation as a guide to meaning.

TO THE TEACHER: Have the child read silently one of the two selections that follow.

Next, have the child read the same selection orally, and while he reads evaluate his ability to deal with question marks, periods and exclamation points.

Read the questions that go with the story to the child. (See following cards.) Permit him to refer back to the story to formulate his answers.

NOTE: Supply unknown words since this is comprehension analysis and is not concerned with checking word recognition.

II. COMPREHENSION

B2. and B3. (continued)

Mrs. Brown said, "I want to look for a hat.
You do what you want, Father.
I will meet you at the car."

Mr. Brown said, "I will come with you.
I want to see the hats, too.
We will find a new hat for you."

"Good!" said Mrs. Brown.
"We will go to this store.
Maybe we will see a hat we like."

They went into the store.
"Hats, hats, and hats!" said Mr. Brown.
"See what you can find, Mother.
I'll look, too."

"Look!" said Mr. Brown.
"Here is a red hat.
See how it looks on you!"

"I like this hat," said Mrs. Brown.
"Can we get this hat in blue or black?
Red is not a good color for a hat for a grandmother."

"Red is a good color for you," said Mr. Brown.
You look good in this red hat.
"I will get it for you."

QUESTIONS:

1. Find three color words in the story.
2. What color hat did Mr. Brown like?
3. What color hat did Mrs. Brown want to buy?
4. Why do you suppose Mrs. Brown said that red was not a good color for a grandmother's hat?
5. What word tells how Mrs. Brown looked in the red hat?
6. What color hat did Mrs. Brown get?

TEACHER KEY:

1. Accept any three:
   a. brown
   b. red
   c. blue
   d. black
2. red
3. blue or black
4. Child's answer should reflect the idea that red is a bright color and a grandmother may want something more subdued.
5. good
6. red

II. COMPREHENSION

B2. and B3. (continued)

Mr. White and Bob went to the circus.
They went into a big tent and found their seats.
They sat down and waited for the circus to begin.

Some elephants came into the tent.
A girl was riding on an elephant.
Bob asked, "May I ride on an elephant, too?"

Mr. White laughed and said, "No, Bob.
You are not in the circus.
You can look at the animals, not ride them."

Then some lions in a cage came into the tent.
The lions looked at Bob.
Bob looked away.
"No lions for me," he said.

"Look, Bob!" said Mr. White.
"Here comes something you like."

Bob looked and saw a funny clown and a dog.
The clown had a red nose.
The dog was a clown, too.
He was in a yellow car.
The dog had on a green hat.

Bob laughed and laughed at the clowns.
The clown saw Bob laughing.
He walked over to Bob.
"Do you want to come and have fun with me?"

Bob looked at Mr. White.
"May I go with him?" asked Bob.

"Yes!" answered Mr. White.
"I will watch you from here.
You will be in the circus, after all."

QUESTIONS:

1. Find three color words in the story.
2. What animals came into the tent first?
3. How do you know Bob did not like the lions?
4. Why couldn't Bob ride on an elephant?
5. What surprising thing happened to Bob at the circus?
6. How do you think Bob felt about the surprise?

TEACHER KEY:

1. Accept any three:
   a. white
   b. red
   c. yellow
   d. green
2. elephants
3. Bob looked away from them and said, "No lions for me."
4. He was not in the circus.
5. The clown took him into the ring and Bob was in the circus, after all.
6. happy, excited, thrilled (accept any of the three or something similar)

II. COMPREHENSION

C1. Is able to gain meaning from...
- a. Words
- b. Phrases
- c. Paragraphs

C2. Reads in meaningful phrases.

TO THE TEACHER: Have the child read silently one of the two selections that follow.

Next, have the child read the same selection orally and while he reads evaluate his ability to phrase. Watch for logical groupings, i.e., a noun and its modifiers; a verb and its helping verbs; prepositional phrases; as well as observation of punctuation and smooth overall effect.

Read the questions that go with the story to the child. (See following cards.)

Permit the child to refer back to the story to formulate his answers.

II. COMPREHENSION

C1. and C2. (continued)

Miss Black went to the pet store. "I do not have anyone to talk to at home," she said. "I would like to have a bird that talks. Do you have a bird like that?" she asked the storeman.

"I sure do!" said the man. "That green and yellow bird can talk. He can say his name. Come with me and I will have him talk for you."

Miss Black and the storeman went over to the bird. The man said, "Pretty boy! Pretty Boy! Pretty Boy!"

The bird just looked and looked. He looked at Miss Black. He looked at the storeman. But he would not talk.

"Oh my! Oh, my!" said Miss Black. I want a bird that can talk. A talking bird would be fun to have."

Miss Black was sad. She began to go. She said, "Good-by, Pretty Boy. I wish you would talk to me. I like you and would like to take you home with me."

Pretty Boy looked at Miss Black again. He began to talk! But he did not say his name. He said, "I like you! I like you! I like you!"

Miss Black clapped her hands and laughed. "Oh, good! I will take you home with me. Now I will have someone to talk to at my house!"

QUESTIONS:

1. Why did Miss Black want a talking bird?
2. Read the sentence that tells what Pretty Boy looked like.
3. Why were Miss Black and the storeman sad at first?
4. Read what Pretty Boy said.
5. Will Miss Black still be lonely? Read the sentence that answers the question.

TEACHER KEY:

1. She had no one to talk to at home.
2. "That green and yellow bird can talk."
3. Pretty Boy would not talk.
4. "I like you! I like you! I like you!"
5. No. "Now I will have someone to talk to at my house!"

II. COMPREHENSION

C1. and C2. (continued)

Little Bear was an Indian boy. He watched the sheep in a field far from his tepee. This was a big job for one little Indian boy. His father Chief Rain Cloud knew that Little Bear must learn to be on his own. Then some day he would be a good chief. Every day Little Bear walked past a field of ponies on his way to the field where the sheep were. Every night he dreamed about having a pony of his very own.

Chief Rain Cloud told his son that wool from the sheep would be used to make blankets. When many blankets were sold there would be money to buy a pony. So Little Bear did not mind taking care of the sheep. Every day his mother made blankets. Chief Rain Cloud sold many blankets.

Little Bear was very happy when there was enough money to buy a pony. He found a white pony that he liked best. This was the one he bought.

QUESTIONS:

1. What was Little Bear's job?
2. Why did he not mind working?
3. What was the father's name?
4. What did Little Bear dream about at night?
5. How did Little Bear's mother help him get a pony?
6. What would be a good name for Little Bear's pony?
7. Why did Chief Rain Cloud want his son to work?

13B

TEACHER KEY:

1. He watched the sheep every day.
2. He would be able to earn money for a pony.
3. Chief Rain Cloud
4. He dreamed about having a pony of his very own.
5. She made blankets from the wool to sell.
6. White Cloud. White Star (Accept any reasonable answer.)
7. So he would learn to be on his own and could some day make a good chief.

14

II. COMPREHENSION

C1. and C2. (continued)

Starfish are not really fish at all. They are animals that live in the sea.

A starfish looks like a star. Most starfish have five arms. Some even have more! At the tip of each arm, the starfish has an eye. So they have as many eyes as they have arms.

This animal is not like other animals. If the starfish loses an arm it can grow a new one. If the starfish is cut in half, each piece grows into a whole new starfish.

A starfish is not good to eat. Dry starfish are very pretty. Some children look for dry starfish when they go to the sea. The children like to take them home.

QUESTIONS:

1. How many arms do starfish usually have?
2. Tell three unusual things about starfish.
3. Where do starfish live?
4. Is the starfish a fish? Read the sentence that answers the question.
5. Why do children look for starfish?
6. Why is this animal called a starfish?
7. What can the starfish do that people wish they could do?

14B

TEACHER KEY:

1. five
2. Accept any three of the following:
   a. They look like stars.
   b. They are not really fish.
   c. They have so many arms.
   d. They have as many eyes as they have arms.
   e. If cut in half, each piece grows into a new starfish.
   f. If it loses an arm, it can grow a new one.
3. the sea
4. No. "Starfish are not really fish at all."
5. They are pretty. Children collect them.
6. It looks like a star.
7. Grow new parts — Child's answer should reflect the idea of regeneration.

15

II. COMPREHENSION

D1. Reads for facts

D2. Reads for sequence of events.

TO THE TEACHER: Have the child read the following selections silently. Then have him read them orally so that you can supply unknown words which might be necessary to understanding. Read the questions that go with the selections. Permit the child to refer back to the selections to formulate his answers.

Use each of the following selections in this manner. Selections 1, 2 and 3 emphasize the individual skill evaluation, and selections 4 and 5 emphasize the incorporation of these in one exercise.

II. COMPREHENSION

D1. and D2. (continued)

Selection 4.
Ginn and Company
Your Town and Mine, p. 73

From "Wool for Our Clothes."

When the bags of wool reach the woolen mills, each fleece is pulled into pieces. The pieces are placed in piles. The best wool goes into one pile the next best into another. The wool that is not so good goes into still another pile. No dark wool is mixed with the white wool.

The piles of wool must be washed in warm water. The wool comes our clean and white, but then it must be combed.

Today big carding machines comb out the wool quickly.

(continued)

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II. COMPREHENSION*

D1. and D2. (continued)

Selection 4.
Ginn and Company
Your Town and Mine, p. 73.

Adapted from "Wool for Our Clothes."

QUESTIONS:

1. Name in order three things that are done to wool when it is brought to the factory.

2. What is another name for a woolen factory?

3. Select a title for the selection.

   A. How Wool is Washed.
   B. A Woolen Mill.
   C. Big Machines Today.

4. Tell what kind of wool goes into each pile.

5. What kind of water is used for washing the wool?

6. Why must the wool be combed?

TEACHER KEY:

1. a. pulled into pieces
   b. sorted into piles
   c. washed
   d. combed

   (Accept any three of the above four if they are in the proper order.)

2. a mill

3. A Woolen Mill

4. a. good
   b. next best
   c. not so good

5. warm

6. It is the sheep's hair and could get tangled like people's hair.

   To make it straight (so it can be made into cloth).

   To make it easier to separate.

   NOTE: Since question 6 is inferential, accept any reasonable answer.

II. COMPREHENSION

D1. and D2. (continued)

Selection 2.
Laidlaw Science Series
Science, 3, pp. 24-25

"Meteors and Meteorites."

Have you ever seen a bright flash or streak in the sky? It seldom lasts more than a second. Some nights the sky seems filled with these flashes. Many people describe the flashes as "shooting stars." Actually, these flashes are made by small bits of matter that enter the earth's atmosphere. These traveling particles are called meteors. Most of them are no larger than a grain of sand. The flash takes place about 100 miles above the earth s surface.

When a meteor hits the earth's atmosphere, it becomes very hot. The heat is caused by friction between the air and the meteor. The heat is usually enough to burn up the meteor. Friction with the atmosphere is important also to spacemen. Spacecraft have special heat shields to protect the spacemen.

(continued)

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II. COMPREHENSION*

D1. and D2. (continued)

Selection 2.
Laidlaw Science Series
Science, 2, pp. 24-25

"Meteors and Meteorites."

QUESTIONS:

1. What are meteors?
2. How large are most meteors?
3. Where does the flash take place?
4. Why does a meteor become hot?
5. What group of men needs to know about friction with the atmosphere?
6. How are these men protected from the heat of friction?

(continued)

19B

TEACHER KEY:

1. traveling particles that enter the earth's atmosphere
2. no larger than a grain of sand
3. 100 miles above the earth's surface
4. because of the friction between the air and the meteor
5. spacemen
6. by special heat shields

20

II. COMPREHENSION*

D1. and D2. (continued)

Selection 3.
Follett Publishing Company
Working Together, p. 67

"Making Bread."

In a bakery, bread dough is mixed by big machines. These mix dough for many, many loaves all at one time. The dough stands still until it becomes light. Then it is stirred some more.

A machine cuts off just enough dough for a loaf of bread. It drops the pieces of dough into pans. After the dough rises again, it is ready to be baked.

QUESTION:

List in order five things that happen to bread in a bakery between the time it is mixed and the time it is baked.

(continued)

WORKING TOGETHER by McInnis and Hill. Copyright © 1959, 1962, 1965 by Follett Publishing Co.

20B

TEACHER KEY:

1. stands
2. stirred
3. cut off
4. put into pans
5. rises again

GPO 809-464-3

II. COMPREHENSION

D1. and D2. (contin

Ships have many ways of sending messages to other ships or to places on land. When a ship travels through a storm or fog, it uses its whistle or horn to tell where it is. A ship in trouble sends up flares and rockets, either by day or by night, to call for help and to tell where it is. The code signal, "NC," is an international signal used in calling for help. It is like the signal, "SOS," which is also used to call for help. Ships send these signals by flags, radio, or blinking lights.

QUESTIONS:

1. Name five ways a ship may send a message.
2. Why is it a good idea for a ship to be able to send signals in different ways?
3. What might make us say that no matter what language a sailor speaks, he can understand calls for help from another ship?

TEACHER KEY:

1. Accept any 5 of the following: Whistle, horn, flares, rockets, "NC," "SOS," flags, radio, blinking lights.
2. Child's answer should reflect the idea that different methods of signaling are necessary to meet different situations.
3. Child's answer should reflect the idea that most of the signals are not dependent upon an understanding of any language—they are nonverbal, coded signals, following an international code.

II. COMPREHENSION

E1. Adjusts reading rate to...

a. Type of material
   1) Factual
   2) Fiction
b. Level of difficulty
c. Purpose
   1) Identification
   2) Reading for general information
   3) Skimming for specific information
d. Familiarity with the subject

TO THE TEACHER: Rate of reading must always be considered as a function of type and difficulty of material to be read and purpose for reading. Nevertheless, pupils in the middle elementary grades are at a level of skill development that permits an instructional focus on general rate development. Pupils should be encouraged to read widely from materials that are comfortably within their independent reading level and to push for rate increase with such materials.

In directed reading for different purposes, pupils should be encouraged to adapt their rate to their purpose for reading. Very simply, they should come to realize that study-type reading, recreational reading and reading to get specific information can and should be done at varied rates.

Encourage pupils to set goals in terms of time to be spent in reading chapters of books for recreational reading, and for assigned classwork. Have them keep records in which their actual and aspired-to rates can be compared, and check in class to see that high rates are not obtained at the cost of comprehension. Completed assignments and reports on recreational reading can serve as a source for informal comprehension checks. Informal observation should be made throughout the year.

II. COMPREHENSION

E2. Gains additional skill in use of punctuation as guide to meaning (semicolon, colon, dash, and added uses of the comma).

TO THE TEACHER: Select a paragraph from a textbook or basal reader and have the pupil read it silently; then have him read it orally and observe his intonation patterns for evidence of attention to punctuation.

II. COMPREHENSION

E3. Selects main idea of paragraphs.

TO THE TEACHER: Have the child read the following paragraphs.

TEACHER: Read the paragraphs below. Think about what all of the sentences together say. Make up one sentence in your own words that says what all of the sentences tell you.

1. Some days we work with scissors and colored paper in art class. Other days we use paints and brushes. Sometimes we make pictures with cloth or yarn. Once in a while we work with clay.

2. We wear play clothes when we play because they usually do not tear or soil easily. At night we wear pajamas because they are loose. For parties we wear our dress-up clothes. Sometimes we dress up in costumes for fun.

TO THE TEACHER: Paragraph One should reflect the idea that in art class many materials are used to make things. Paragraph Two should reflect the idea that we wear different clothes for different purposes.

II. COMPREHENSION

E4. Reads for sequence of events.

TEACHER: Read the paragraph below. Then do as you are asked below.

It was almost dark when the pilot reached Centerville Airport. He nervously wondered if the men at the airfield would hear him coming. The radio on the airplane was dead, so the pilot could not call for lights. He began to circle the field, praying that he would be heard and receive help. Suddenly the lights flashed on and he could see the runway below him very clearly.

I. Which of these could not have happened either while the pilot was having trouble or shortly afterwards?

A. The pilot decided to land on the dark runway.
B. The pilot thought he was very lucky.
C. The pilot was very angry with the men at the airfield.
D. The plane landed as soon as the lights on the runway went on.
E. The plane was kept in the hangar until the radio was repaired.
F. The pilot made one more attempt to use his radio.
G. The men at the airfield ignored the sound of the plane.
H. There was not fuel left in the plane.
I. The pilot circled the field until he found the right spot to land.
J. The plane was kept in the hangar and the whole engine was taken apart.

II. Now put the things you think did happen in the right order.

A. These things happened before the runway lights went on.
B. These things happened shortly after the runway lights went on.

II. COMPREHENSION

E5. Is able to gain meaning from...

a. Words
b. Sentences
c. Paragraphs

TO THE TEACHER: Have the child read the selections on the following cards silently. Ask the related questions and investigate incorrect responses by encouraging him to justify or explain them. Allow the pupil to refer to the selection to locate answers.

Selections 1 and 2 are written at fourth grade reading level. Selections 3 and 4 are written at fifth grade reading level. Selections 5 and 6 are written at sixth grade reading level.

II. COMPREHENSION

E5a;
E5b;
E5c. (cont'd.)

Selection IA
Harper & Row.
The Scientist and His Hypotheses, p. 88.

"The Emperor Penguin."

Emperor penguins, it seems, are always on hand to greet the explorers who come to Antarctica. As an expedition approaches land, these friendly creatures are waiting on the shore. Seeing a man, the penguins waddle over to take a better look.

Penguins cannot fly. They use their wings and flippers to protect themselves. An emperor penguin weighs almost ninety pounds and is about three feet tall. It stands and walks upright.

The emperor hen lays her eggs on the bare ice. She holds the egg on the top of her feet. A roll of fur on her stomach keeps the egg warm until it hatches. The penguin holds the baby chick in this way for some time. The fur protects it from the cold temperature.

Both parents help to care for the young. Mr. and Mrs. Penguin are good parents. They watch their young closely.

(continued)

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II. COMPREHENSION

E5a;
E5b;
E5c. (cont'd.)

Selection IA.
Harper & Row,
The Scientist and His Hypotheses, p. 88

"The Emperor Penguin."

QUESTIONS:

1. What might make us say, "Penguins like company?"
2. What makes penguins different from most birds?
3. Describe the penguin's height and weight.
4. How do we know that a penguin walks differently from a person?
5. Why does the hen hold the baby chick on her feet after it hatches?
6. There are two phrases of two words each which tell us about the weather in Antarctica. Find one of them.

(E5a-c continues on following card)

28B

TEACHER KEY:

1. They are waiting on the shore when the explorer explorers arrive.

   They waddle over for a better look at men who come to Antarctica.
2. They cannot fly.
3. The penguin is about three feet tall and weighs about 90 pounds.
4. "Penguins waddle." (stated)
   A penguin holds an egg on its feet until the egg hatches (inferential)
5. It needs to be protected from the cold temperature.
6. "cold temperature;"
   "bare ice."

29

II. COMPREHENSION

E5a;
E5b;
E5c. (cont'd.)

TO THE TEACHER: Introduce the word incubation. Have the pupil read the following selection silently.

Selection IB.
Field Enterprises Educational Corporation
The World Book Encyclopedia, P, pp. 213-214.

"Penguin."

The female emperor penguin lays her eggs on open ground in midwinter. The male usually helps to hatch the egg. During incubation, the penguin keeps the egg in a pocket-like flap of skin on its abdomen, close to the tops of its feet. The parents pass the egg from one to another by juggling it on their feet so it does not touch the ice. Usually only one egg is laid, although some penguins lay two or three. Penguin eggs are white or greenish-white.

TO THE TEACHER: Ask the child to read both articles on penguins. On a separate sheet of paper have him list the points which are the same in both articles in one column; the points which seem to be different in another column; and the points which are in one article but not the other in a third column.

(E5a-c continues on following card)

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II. COMPREHENSION

E5a;
E5b;
E5c.(cont'd)

TO THE TEACHER: Have the child read the selections on the following cards silently. Ask the related questions and investigate incorrect responses by encouraging him to justify or explain them. Allow the pupil to refer to the selection to locate answers.

Selection 2.
Harper & Row
The Scientist and His Method, pp. 124-125.

"From Place to Place."

Many animals move from place to place as the temperature changes with the various seasons. Their traveling is called migration.

This migratory habit is typical of animals living in the temperate zone. Some animals migrate from one zone to another. Birds and other animals travel many miles to seek winter quarters.

Some birds travel over the same routes and arrive at the same place at about the same time each year. Scientists believe the birds may use the sun and the stars to guide them along their routes.

The rose-breasted grosbeak is one of the migratory birds found in the United States. It winters in the tropics, then returns to the North to nest and raise a family during the summer. (continued)

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II. COMPREHENSION

E5a-c.
Selection 2. (cont'd.)

In their journey north the grosbeaks often fly through several severe spring storms. The storms may slow them down considerably. Yet they somehow make up for the delay. At about the same time each year they can be seen arriving at their spring nesting grounds.

The arctic tern is a champion among bird travelers. This bird nests as far north as a few hundred miles from the North Pole. In late August, the arctic tern leaves its home in the North and flies south. It goes all the way to the shores of Antarctica.

Young arctic terns make the long trip with their parents. In fact, the migration begins at about the time the downy chicks have first learned to fly. The journey covers a distance of eleven thousand miles.

(continued)

II. COMPREHENSION*

E5a;
E5b;
E5c. (cont'd.)

Selection 2.
Harper & Row
The Scientist and His Method, pp. 124-125.

"From Place to Place."

QUESTIONS:

1. What event in nature determines when birds travel from place to place?
2. In what climate zone do migratory birds and animals typically live?
3. Why do you suppose tropical birds don't usually migrate?
4. What word tells you that scientists have some ideas but are not positive about birds' migration guides?
5. Why do you think the word "champion" is used to describe the arctic tern?
6. What is so impressive about the young tern?
7. Some workers harvest crops in Texas in spring and in Wisconsin in late summer and early fall. Why are they called migrant workers?

(continued)

TEACHER KEY:

1. Temperature changes with the seasons.
2. temperate
3. no seasonal change in weather;
   adjusted to living, eating, nest building in hot climate
4. believe;
   may
5. It probably flies the farthest of any bird;
   It flies almost from pole to pole;
   It is the best flier.
6. Right after they have learned to fly, they fly 11,000 miles.
7. because they travel

II. COMPREHENSION

E5a;
E5b;
E5c. (cont'd.)

Selection 3.
Harper & Row
The Scientist and Tomorrow, p. 200.

"Birds."

Birds are almost everywhere. But, wherever they live, birds are well adapted to their surroundings. Observe the birds near your home. What special features do they have? How do they differ from birds that live somewhere else?

A bird is an animal with feathers. It is also a vertebrate. It has a backbone. There are about nine thousand species of birds. Birds of one sort or another can be found throughout the world. They get around. Many of them migrate from one part of the country to another.

A bird has three kinds of feathers. These three kinds are (1) down feathers, (2) contour feathers, and (3) quill feathers.

The soft down feathers keep a bird warm. The down retains heat. The contour feathers protect the bird. They cover the bird's body. The quill feathers are found in the wings and tail. They help the bird to fly.

Different birds have different types of feet. Song birds have feet suitable for perching.

(continued)

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2

II. COMPREHENSION

E5a-c.
Selection 3. (cont'd.)

They have three front toes and one rear toe. A woodpecker has two front toes and two rear toes. Its feet are suitable for climbing. Ducks, geese, and pelicans have webbed feet. They paddle through water with their feet.

Beaks differ among birds, too. Hawks and owls have hooked beaks. They use them to catch small animals. The woodpecker has a chisel-like beak. It drills into trees with its beak. The beak of a hummingbird is a slender tube. The hummingbird sucks nectar from flowers through its tubular beak.

Birds do not have teeth. They have a special organ that grinds their food for them. This organ is the gizzard. Farmers feed chickens sand and grit. The sand and grit remain in the gizzard to grind the food.

All birds hatch from eggs. The female lays the eggs. If the conditions are right, the eggs will hatch. Temperature is one thing that makes a difference in the hatching of eggs. Many birds sit on their eggs to keep them warm.

(continued)

II. COMPREHENSION

E5a;
E5b;
E5c. (cont'd.)

Selection 3.
Harper & Row
The Scientist and Tomorrow. ". 200.

"Birds."

QUESTIONS:

1. How many species of birds are there?
2. What three kinds of feathers do birds have?
3. Why do birds need three kinds of feathers?
4. How do birds' feet limit where they can live?
5. What do birds that have hooked beaks eat?
6. What is the function of a bird's gizzard?
7. Why does a bird's sitting on eggs keep them warm?

II. COMPREHENSION

TEACHER KEY:

1. 9,000
2. down, quill, contour
3. warmth. protection, flight
4. some are adapted for perching;
   some for climbing;
   some for swimming.
   (Accept any reasonable answer.)
5. small animals
6. It grinds food.
7. It retains body heat; keeps air from circulating.

II. COMPREHENSION

E5a;
E5b;
E5c. (cont'd.)

Recent Presidential Administrations

During the Eisenhower administration in the 1950's many programs were approved for doing things within the country. For example, big power stations were built in the West for changing water power into electricity. Gasoline taxes were increased to make more money for building new roads and improving old ones. A new Cabinet department was created called the Department of Health, Education, and Welfare. Many things were done to help the farmer so that he would receive a fair price for his crops. Some of the surplus food crops were shipped to other countries that couldn't grow enough food of their own.

In the early 1960's during the Kennedy administration more programs were devised to help the American people. The minimum hourly wage was raised to $1.25 per hour and Social Security payments were increased. Farmers continued to receive help from the Federal government. Congress approved an important medical education bill which would help pay for medical educations of about 10,000 students. Before President Kennedy had a chance to put other programs into action, he was assassinated in Dallas, Texas. However, his successor, President Johnson, has carried on with many of Kennedy's proposed programs.

QUESTIONS:

1. What three American presidents are mentioned in this article?
2. Why was the gasoline tax increased?
3. Why do you think it was necessary to create a new cabinet post for health, education, and welfare?
4. What kind of help have farmers received from the Federal government?
5. Why did President Kennedy not complete the programs he had planned?
6. What do you think is an advantage of having a medical education bill?

TEACHER KEY:

1. Eisenhower, Kennedy, Johnson
2. To make more money for building new roads and improving old ones.
3. These were big areas which needed someone's full time attention. (Accept any reasonable answer)
4. Price controls were put on crops and surplus food crops were shipped to other countries.
5. He was assassinated.
6. It helps 10,000 students become doctors who might not otherwise have the opportunity.

II. COMPREHENSION*

E5a;
E5b;
E5c. (cont'd.)

Nutrition

When living things eat, their bodies absorb food and change it. Nutrition is the process of absorbing food into our bodies. Living things need these different food substances for growth and energy.

Our food comes from plants and animals. From the green plant cells our bodies absorb vitamins, minerals, carbohydrates, fats, and proteins. We need these body building elements for growth and life. We get these body building substances in different ways. Of course, eating green vegetables is the obvious way to absorb these substances. But we can also absorb them by drinking milk or orange juice or by eating meats, fish, or eggs every day. The animal which is the source of our meat, milk, or eggs has earlier eaten green plants and absorbed the food substances in that way. Even the tiger, who never eats green plants, gets the necessary food substances because the animals he eats have earlier eaten green plants. Green plants are truly the food builders of the world.

Without light from the sun, green plants would not be able to build food compounds. Plants contain a green substance called chlorophyll and when exposed to sunlight these plants will make oxygen and starch. This process is called photosynthesis.

QUESTIONS:

1. From what two sources do we get our food?
2. Why are green plants called the true food builders of the world?
3. Why do green plants need sunlight?
4. What is nutrition?
5. If a tiger doesn't eat plants, how does he get the food substances he needs?
6. Name five body building substances.
7. Why is it necessary to eat a well balanced meal?

TEACHER KEY:

1. Plants and animals
2. They give us vitamins, minerals, carbohydrates, fats, and proteins which are all body building elements.
3. to build food compounds
4. the process of absorbing food into our bodies
5. The animals the tiger eats have earlier eaten green plants.
6. Vitamins, minerals, carbohydrates, fats, and proteins
7. Different foods contain different body building elements that we need. (Accept any reasonable answer.)

1

III. STUDY SKILLS

A1. Follows simple directions.

TEACHER:

1. Jump three times.

2. Walk to the door and back.

3. Smile and clap your hands.

4. Get a piece of paper and a crayon and draw a picture of a dog.

5. Find a book on the shelf and show me a picture.

TO THE TEACHER: The game, "Simon Says," provides a means for observing a child's ability to follow directions.

2

III. STUDY SKILLS

A2a. Shows independence in work.

A2b. Accepts responsibility for completion and quality of work.

TO THE TEACHER: You can observe informally to see whether pupils at this level have acquired the positive approach to work/study situations that will serve as a base for future development of efficient study skills.

Some specific observations can be suggested, but there will be a need for general observation as well. Be alert to the specific problems of the child who does neat work but only at the expense of extended, painstaking effort.

The pupil shows independence in work by...

1. asking questions that are necessary for clarification;
2. not asking questions when the task is already clear;
3. keeping the necessary tools (pencil, paper, crayons, scissors, etc.) at hand.

The pupil shows acceptance of responsibility for completion and quality of work by...

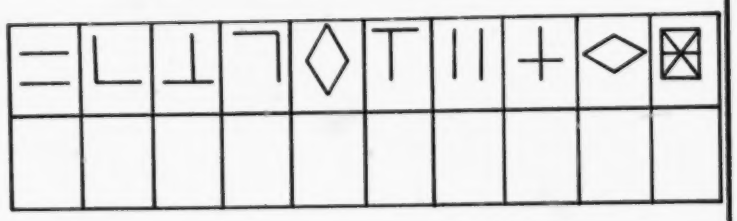
1. making a reasonable effort to do neat work;
2. pacing himself to complete a task acceptably in the alloted time.

3

III. STUDY SKILLS

A3. Shows development of motor coordination (eye and hand).

TO THE TEACHER: Have the child copy the following symbols in the space provided directly below.



TO THE TEACHER: The following questions may help you assess each student's performance:

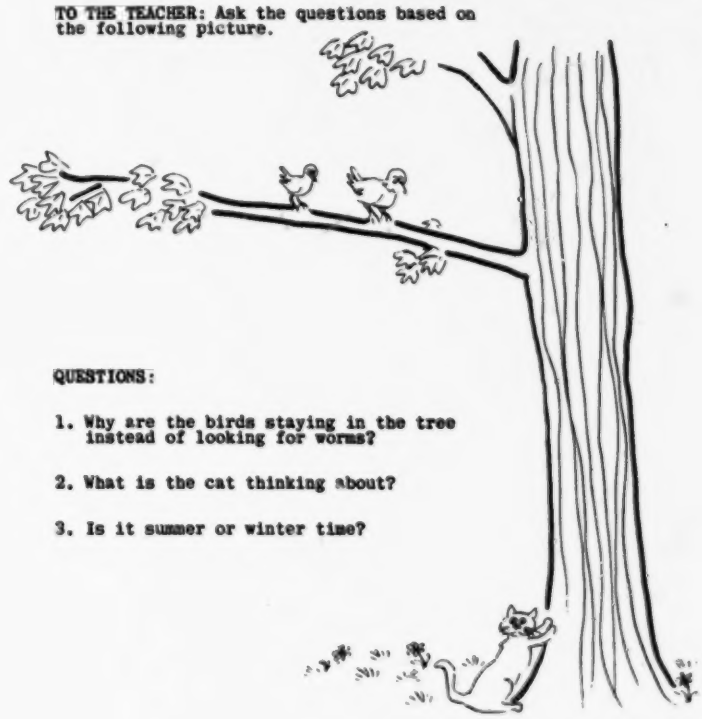
1. Does the child have adequate form perception?
2. Can the child make adequate spatial and constructional judgments when given several symbols to reproduce?
3. Does the child make drawings that are markedly larger or smaller than the copy?
4. Can the child reproduce the figure as a total or must he produce it a small piece at a time?
5. Does the child find it necessary to rotate the paper in order to make a diagonal line or form?

4

III. STUDY SKILLS

A4. Uses picture clues to find answers to questions.

TO THE TEACHER: Ask the questions based on the following picture.



QUESTIONS:

1. Why are the birds staying in the tree instead of looking for worms?
2. What is the cat thinking about?
3. Is it summer or winter time?

5

III. STUDY SKILLS

B1a. Follows directions when working in a group.

B1b. Follows directions when working independently.

TO THE TEACHER: Observe the pupil over a two-week period to determine whether he is able to follow directions when working in a group and when working alone. You may note a difference in ability to follow directions in the two situations.

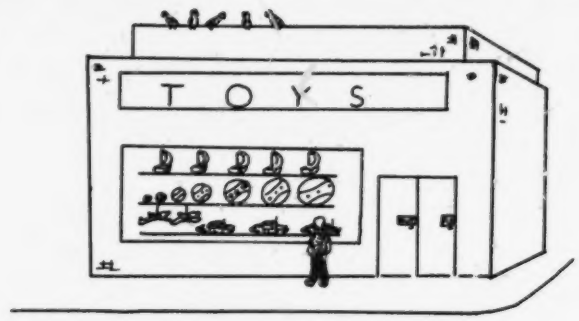
Some children will perform satisfactorily when given individual attention but not otherwise; others will take cues from the group but be unable to proceed independently.

A pupil may or may not be able to follow a sequence of directions; he may or may not be able to generalize from directions for one task to a similar one.

6

III. STUDY SKILLS

B1c. Follows written directions.



1. Color 3 balls blue.
2. Put brown X's on two birds.
3. Draw a circle around one car and color the other cars red.
4. Draw a line under the biggest ball.
5. Color three boats black and two boats green.
6. Put an X on the plane that is by the cars.

TO THE TEACHER: Students should do this independently. You may, however, pronounce unfamiliar words for the child.

7

III. STUDY SKILLS

B2. Has adequate work habits.

TO THE TEACHER: The observations here will be similar to those suggested on card III. A2. Development will show changes in degree rather than kind. It is suggested that completion of worksheets not be the sole or major criterion in assessing this behavior. The total class activity program should be considered.

8

III. STUDY SKILLS

B3. Recognizes organization of ideas in sequential order.

TO THE TEACHER: Read the selection to the pupil only if necessary. Ask the pupil to tell three things Tom did in the morning in the order in which he did them.

Mother called, "Get up, Tom! Time for school." Tom got up and dressed. He ate eggs, toast, and milk for breakfast. "Good-by, Mother," said Tom. "I'll see you after school." Tom looked before he crossed the street. He got to school on time.

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9

III. STUDY SKILLS

B4. Summarizes material.

TO THE TEACHER: Observe the pupil's ability to verbally summarize his experiences. One suggested method of observation is to listen as he shares experiences with his classmates (show and tell). Another method involves asking the child to tell you about one of his experiences Observe if the child is brief, covers the main points of his experiences, and does not dwell on details.

SUPPLEMENTARY PARAGRAPH

TO THE TEACHER: Have the pupil read the following paragraph. Then ask him to tell you what it was about. The summary should reflect the fact that animals are useful to farmers in many ways.

Some animals help the farmer in his fields. Some make his corn safe from mice. Others keep watch over the barnyard. Many animals give meat to the farmer's family.

10

III. STUDY SKILLS

B5. Begins to make judgments and draws conclusions.

TO THE TEACHER: Read the following to the pupil and then ask him to tell how the story ended.

The response should reflect both Mary's feelings and her actions. Question, if necessary.

Mother gave Mary a penny. Mary put the penny in her pocket. But she did not see the hole in her pocket. She ran to the candy store. The man said the lollipops were one penny. Mary reached inside her pocket for the penny....

11

III. STUDY SKILLS

B6. Uses table of contents.

TO THE TEACHER: Ask the pupil to answer the questions that are based on the following table of contents.

Table of Contents

Big Pines Forest..... 1

The Thing..... 9

The Thing Comes Back.....30

The Bear Trap.....40

The Bear Trap Works.....50

QUESTIONS: (Teacher reads.)

1. On what page would you begin to read about the bear trap?
2. Where do you think the story took place?
3. What animal was the story about?
4. Does the book have more than 40 pages? How do you know?

12

III. STUDY SKILLS

C1. Uses picture dictionaries to find new words.

TO THE TEACHER: This observation must be made spontaneously in order to assess whether the pupil feels a need to find the meaning of a word that is new to him.

Determine whether the pupil turns to the dictionary when the need is there, whether he is systematic and efficient in looking for the word.

13

III. STUDY SKILLS

C2. Groups words by initial letters.

TEACHER: Put these words in alphabetical order.

duck

cup

said

name

bump

will

house

ride

tree

14

III. STUDY SKILLS

C3. Explores library as research center.

TO THE TEACHER: Note the child's behavior in the Instructional Materials Center or library, watching for increasing independence and readiness to use resource people on his own initiative.

15

III. STUDY SKILLS

C4a. Reads and follows directions by himself.

C4b. Uses table of contents without being reminded to do so.

C4c. Uses dictionary and glossary independently when appropriate.

TO THE TEACHER: Observe the pupil's behavior when he is doing independent seatwork or preparing committee work with a group.

16

III. STUDY SKILLS•

C5. Begins to read maps.

TO THE TEACHER: Hand the child the map card. When he has studied it, ask the following questions. He may refer to the map for answers.

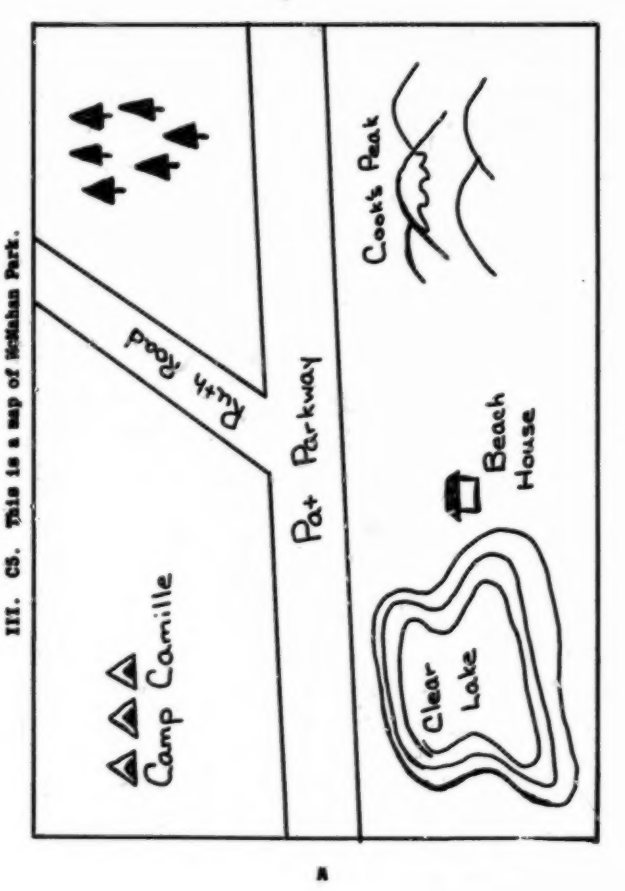
TEACHER:

1. How many roads are there into the park?
2. If you were at the camp and wanted to go swimming, which direction would you to?
3. Is it farther from the camp to the lake or to the mountains?
4. What is the highest point in the park?

TEACHER KEY:

1. two
2. south
3. mountains
4. Cook's Peak

III. C5. This is a map of Kitchen Park.



III. STUDY SKILLS*

D1. Begins to use index of books.

Index

cats.....pp. 15 - 21

dogs.....pp. 25 - 30

hippopotamuses.....pp. 54 - 56

sharks.....pp. 35 - 40

snakes.....pp. 50 - 52

TO THE TEACHER: Have the pupil(s) answer the following questions, using the index above as his reference.

1. In which part of a book would you look for the index?
2. On which pages would you look to learn what to feed a collie?
3. On which pages would you learn more about a kind of fish?
4. If you were doing a report on a zoo, which pages would be helpful?
5. If you wanted to read about pets, which pages would you read?
6. How is an index arranged?

TEACHER KEY:

1. back
2. pp. 25-30
3. pp. 35-40
4. pp. 54-56;
   pp. 50-52.
5. pp. 15-21;
   pp. 25-30;
   pp. 50-52.
6. alphabetically;
   by beginning letters.
   (Accept any reasonable response.)

19

III. STUDY SKILLS

D2. Reads simple maps and graphs.
a) Simple maps

TO THE TEACHER: Hand the child the map card. When he has studied it, ask the following questions. He may refer to the map for answers.

1. How many miles is it from Big Tree to Spyglass Hill?

2. How far is it from Spyglass Hill to the treasure?

3. Which direction must Johnny travel from Pirate's Cave to the treasure?

4. To get from the treasure back to Big Tree, which direction would he travel?

5. Which is closer to the treasure, Cop's Cove or Pirate's Cave?

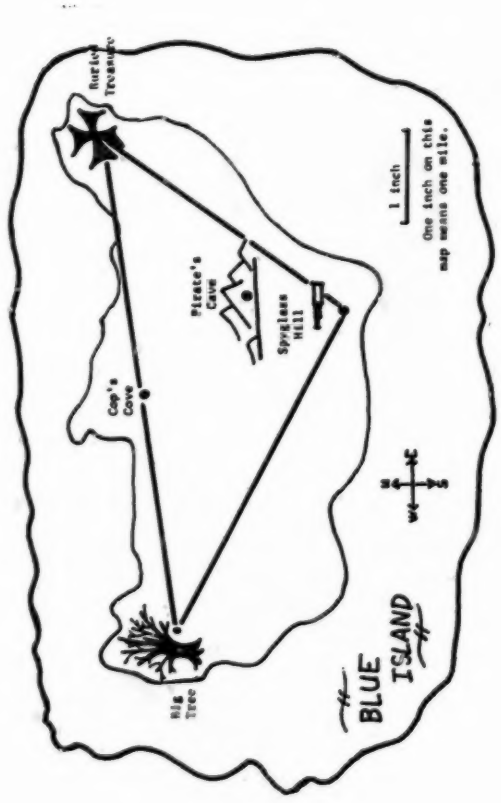
19B

TEACHER KEY:

1. 4 miles
2. 3 miles
3. North (or Northeast)
4. West
5. Pirate's Cave

20

D2a. Johnny found this map in an old trunk in his grandmother's attic.



21

III. STUDY SKILLS

D2b. Can read simple graphs.
1) Picture graphs

TO THE TEACHER: Have the pupil read the paragraph and look at the picture graph. Ask him the questions below the graph. He may refer to the graph for answers.

Bill's Cub Scout Den was having a contest to see who could sell the most candy. They kept a record of sales. The record looked like this at the end of the contest.

NAME	NUMBER OF BOXES OF CANDY CANES SOLD
Bob	7
Bill	7½
Tom	4
Dick	5½
Jim	6½

Each stands for 10 boxes.

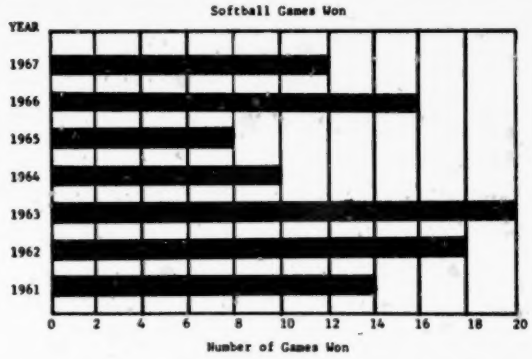
1. How many boxes of candy canes does each candy cane stand for?
2. Who won the contest?
3. Who won the second prize?
4. Who sold more, Bill or Dick?
5. Which boy sold the fewest boxes of candy?

22

III. STUDY SKILLS

D2b. Can read simple graphs.
2) Bar graphs

Tom's brother plays on a softball team. They use a bar graph to keep a record of how many games they win.



1. What do the numbers along the bottom of the graph stand for?
2. What do the numbers on the left mean?
3. In what year did the team win the most games? How many did they win?
4. In what year did the team win the fewest games? How many did they win?
5. How many more games did they win in 1962 than in 1961?

23

III. STUDY SKILLS

D3. Realizes printed statements may be either fact or opinion.

TO THE TEACHER: Have the students read the following sentences silently and label them "fact" or "opinion."

_____ Roses are red.

_____ Violets are blue.

_____ Sugar is sweet.

_____ And so are you.

_____ Ice will melt if the room is very warm.

_____ Strawberry ice cream tastes better than chocolate ice cream.

_____ My mother is the best cook in the city.

_____ The bark on a tree makes no noise.

TO THE TEACHER: Observe the pupil's ability to differentiate between fact and opinion in class discussions, etc.

24

III. STUDY SKILLS

D4. Has beginning outlining skills.

TO THE TEACHER: Have the child read the paragraphs below silently and fill in the outline. You may pronounce unfamiliar words for the pupil.

Invertebrates

Animals that have jointed legs are called invertebrates. They are alike in some important ways. All invertebrates have hard skin that protects their bodies. They reproduce by laying eggs. All of them, of course, have jointed legs.

Invertebrates may be different in some ways. Some kinds live in fresh water. Others live in sea water. Some invertebrates live on land.

Invertebrates

I. Invertebrates are alike in some ways.
   A.
   B.
   C.

II. In some ways, invertebrates may be different.
   A.
   B.
   C.

25

III. STUDY SKILLS

D5. Follows Directions.

TO THE TEACHER: Observe the pupil over a two-week period to determine whether he is able to follow directions when working in a group and when working independently.

Some children will perform satisfactorily when given individual attention but not otherwise; others will take cues from the group but be unable to proceed independently.

At this stage of development, a pupil should be able to follow a sequence of directions, to generalize from directions for one task to a similar task, to follow written directions for independent work, and to remember a series of directions.

26

III. STUDY SKILLS

D6. Has adequate work habits.

TO THE TEACHER: The observations here will be similar to those suggested on cards III, A2 and III. B2. Development will show changes in degree rather than kind.

At this stage of development the pupil should be able to work on independent projects, should have a longer attention and concentration span, and should make constructive use of free time.

27

III. STUDY SKILLS

E1. Increases and broadens dictionary skills.

TO THE TEACHER: Strict sequential leveling of the several skills listed is not possible. The list should be used as a guide for teaching and as a means to check overall dictionary skill development. Suggested procedures are given for making systematic individual observations of the child's competence with each skill.

a) Uses alphabetical sequence in looking up words. (See separate card, III.E1a.)

b) Uses guide words as aid in finding words. (See separate card, III.E1b.)

c) Uses diacritical markings for pronunciation aids. (See separate card, III.E1c.)

d) Selects appropriate meaning of a word to fit context. (See separate card, Word Recognition, Level E1.)

e) Recognizes need for additional meanings of known words.

PROCEDURE: Keep a record of words with special or multiple meanings that occur in daily reading lessons over a period of time. Construct a brief, informal test from these words.

f) Uses dictionary to find exact spelling of a word.

PROCEDURE: The important thing to observe is whether the child has a rationale for attempting to look up a word he cannot spell. That is, does he simply withdraw when his first attempt is not productive or does he test other hypotheses in a systematic manner?

g) Understands the special sections of a dictionary.

PROCEDURE: Use an informal group quiz or a question-discussion session to determine whether the student is able to use the dictionary to obtain the special information it contains.

28

III. STUDY SKILLS

E1a. Alphabetizes words.

TEACHER: Number the words in each box to show their alphabetical order.

grand
death
book
advance
block
limit
blouse
add
group
lazy

plastic	view
ranch	melt
marble	mask
new	wash
quarter	valley
written	race
vault	plenty
reach	

TEACHER: Tell me whether the first underlined word comes before or after the second underlined word.

1. Would dance come before or after doomed?
2. Would flash come before or after frontier?
3. Would mud come before or after much?
4. Would sleep come before or after smash?
5. Would yesterday come before or after yellow?

29

III. STUDY SKILLS

E1b. Uses guide words as aid in finding words.

TEACHER: Here are some guide words as they might appear at tops of pages in a dictionary. Use these guide words to answer the following questions.

leapfrog	300	Lee
leech	301	legislate
legislation	302	leper

1. What is the last word on page 300?
2. What is the first word on page 301?
3. What is the last word on page 302?
4. Would you expect to find learn on page 300?
5. Would you expect to find lever on page 302?
6. Tell on what page, 300, 301, or 302, you might expect to find the following words.

left	leash
leave	leopard
legal	led
lemonade	left

30

III. STUDY SKILLS

E1c. Uses diacritical markings for pronunciation aids.

TEACHER: Pronounce these words. Use the special spelling in parenthesis to help you.

detonator	-	(det′ə nā′ tər)
Kahoolawe	-	(kä-hō͞o lä-wē)
sympathetic	-	(sim′ pə-thet′ ik)
amiable	-	(ā′ mi-ə- bˈl)
opprobrium	-	(ə prō′ bri-əm)
rogue	-	(rōg)
surreptitious	-	(sə͟r′ əp·tish′ əs)
brachycranial	-	(brak-i-krā′-nē=əl)
syzygy	-	(siz′-ə-jē)
euphemism	-	(yo͞o′ fə-mizˈm)

TO THE TEACHER: As the child tries to pronounce unfamiliar words, such as those listed above, observe his success in using (1) simple diacritical markings, (2) primary accent markings and (3) secondary accent markings. You may wish to use other words as a test of this skill, perhaps words from daily work which the child cannot pronounce.

31

III. STUDY SKILLS

E2. Utilizes encyclopedia.

a) Uses guide letters to find information on a given subject.

b) Uses alphabetical arrangement to locate information.

c) Understands the purpose of topical headings.

d) Understands the index.

e) Uses encyclopedia with greater facility to find information.

f) Understands and uses:

1) Topical headings
2) Cross references
3) Bibliographies

g) Uses the index volume efficiently.

TO THE TEACHER: Observations regarding efficient use of encyclopedias are most appropriately made by teachers responsible for science and social studies instruction and by the IMC director or librarian.

The skills listed above are most appropriately demonstrated in regular work sessions. Informal observations should be sufficient; informal tests can be devised as needed. The following assessment cards may be used to supplement the informal tests devised.

Where deficiencies are noted, there should be agreement among the science and social studies teachers and the IMC director or librarian as to who should be responsible for teaching each of the several skills.

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III. STUDY SKILLS

E2. Utilizes the encyclopedia.

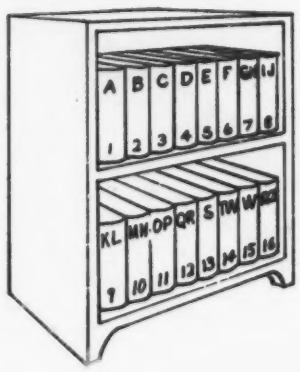
a) Locating volumes

TO THE TEACHER: Have the pupil read the paragraphs below and answer the questions.

One of the best places to look for information is an encyclopedia. Since more than one volume is needed for all of the information found in encyclopedias, only topics listed under one or two letters of the alphabet can be placed in one volume. Each volume is also numbered.

Look at the set of encyclopedias pictured. See how quickly you can find the number of the volume in which each of these topices may be found.

1. birds ____
2. India ____
3. water ____
4. Greek art ____
5. West Virginia ____
6. Lyndon Johnson ____
7. Oysters ____
8. atomic power ____
9. Texas ____
10. King George III ____



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III. STUDY SKILLS

E2. Utilizes the encyclopedia,

d) The index

TO THE TEACHER: Have the pupil use the index below to answer questions.

Below is an index from an encyclopedia. It tells what topics are discussed in the Space section of the encyclopedia.

Use the index to answer the questions on the right. Tell the topic, volume, and page number where you would expect to find information to answer the question.

SPACE

Space satellites, S-298-300
Space stations, S-300-301
Space suit, S-104-105, picture S-104
Space travel, S-301-309
  development of, S-301-303
  earth-moon distances, S-306
  flight plan, S-307
  future of, S-307-309
  history of, S-295-297
  problems of, S-299-300

1. How can a satellite serve as a space station?
2. What problems will men face in space travel?
3. What does a space suit look like?
4. How is a space suit made?
5. What did scientists know about space travel in 1946?
6. Will trips to the moon or other planets be fairly common by 1988?

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III. STUDY SKILLS

E3. Uses maps, charts and graphs.

a) Gains skill in reading and interpreting political maps.

b) Begins to read and interpret simple graphs.

c) Reads and interprets several kinds of maps.

d) Reads and uses captions, keys and legends of maps.

e) Selects appropriate maps to determine

1) Direction

2) Distance

3) Land formation

4) Climates

5) Time zones

6) Populations

f) Reads and interprets additional kinds of graphs.

g) Answers questions requiring the interpretation of maps, graphs, tables.

h) Gains skill in using many potential types of sources to solve a problem.

TO THE TEACHER: These skills are most appropriately taught within the context of social studies instruction, with some support from the mathematics area. There should be a formal unit of study where the skills are explicitly taught, and most observations regarding skill development can be made at that time. Specific observations to be made will be dictated, to a great extent, by the particular instructional materials used.

The list should serve both in planning the skills unit and in assessing skill mastery systematically.

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III. STUDY SKILLS

E3. Uses maps, charts, and graphs.
a) Maps

TEACHER: Use this map to help you answer the questions below.

1. The United States is bordered on the north by _____, on the south by _____, on the east by _____, and on the west by _____.
2. Dallas is about _____ miles from New Orleans.
3. Chicago is about _____ miles from New York.
4. In which direction is Seattle from Los Angeles?
5. Point to the location of the city where you live.
6. About how far is it from Charleston?
7. What direction is it from Dallas?
8. Is it closer to San Francisco or Seattle?

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III. STUDY SKILLS

E3. Uses maps, charts, and graphs.

b) Charts and tables

TO THE TEACHER: Have the pupil read the paragraph and study the table below. Then have him answer the questions. The pupil may refer to the table for answers.

SIXTH GRADE ATTENDANCE AT JEFFERSON SCHOOL
Number Absent

	March	April	May	June	Total
Room 201	10	9	8	4	31
Room 202	9	10	6	5	30
Room 203	12	9	10	3	34
Room 204	8	10	8	0	26
Total	39	38	32	12	121

The sixth grade classrooms at Jefferson School had a contest to see which room would have the best attendance. They kept a record of absences. At the end of the contest, the table looked like the one above.

1. Which room had the fewest absences?
2. During which month were there the fewest absences?
3. During which month were there the most absences?
4. What was the total number of absences during the four months?
5. How many pupils in Room 203 were absent in April?

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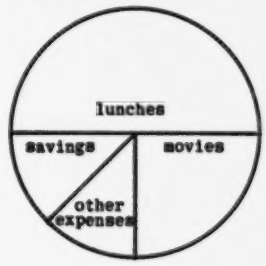
III. STUDY SKILLS

E3. Uses maps, charts, and graphs.

c) Graphs

TEACHER: Read the paragraphs and study the graphs below to help you answer the questions.

1. Susan spent $8.00 last month. She made this circle graph to show how she spent the money.



About how much money did Susan spend for

a) lunches?

b) movies?

c) savings?

d) other expenses?

*Remember, your total must be $8.00.

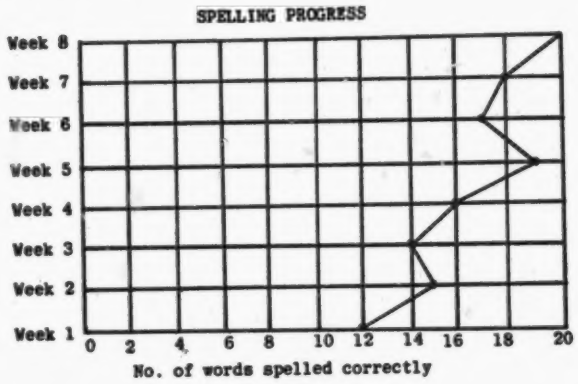
(continued on next page.)

III. STUDY SKILLS

E3. Uses maps, charts, and graphs.

c) Graphs (continued)

2. John made this line graph to show how many words he spelled correctly on each spelling test. There were 20 words on each test.



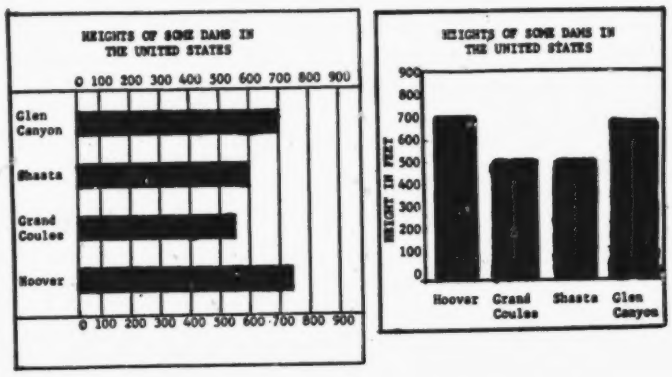
1. Did John improve his spelling? How do you know?
2. How many words did he spell correctly on the first test?
3. How many words did he misspell on the fourth test?
4. When did he have a perfect paper?
5. On which test did John misspell the most words?

III. STUDY SKILLS

E3. Uses maps, charts, and graphs

Graphs

TO THE TEACHER: Have the pupil study the two bar graphs below and answer the questions. He may refer to the graphs for answers.



The two graphs above are called bar graphs. Study them to help you answer these questions.

1. Why is the graph on the right called a vertical bar graph? The graph on the left a horizontal bar graph?
2. Which dam is highest?
3. Which dam is lowest?
4. How high is Shasta Dam?
5. About how much higher is Hoover Dam than Grand Coulee Dam?

III. STUDY SKILLS

E4. Uses IMC or library effectively.

a) Understands fiction books are alphabetized by author.

b) Begins to use card catalog to find information.

c) Understands and uses author, title and subject cards.

d) Locates books on shelves.

e) Uses cross reference cards.

f) Uses other reference materials:

1) Atlases
2) World Almanac
3) Pamphlet file
4) Magazines and subject index to children's magazines

g) Locates and uses audio-visual materials:

1) Card catalog
2) Equipment

TO THE TEACHER: Observations regarding use of the IMC will be made by the IMC director or librarian.

An example of a checklist of skills is given on the card that follows (Fld. Supplement). The checklist given is designed for use in a specific IMC setting and it was devised by the IMC director. In other settings the IMC director or librarian should devise a checklist that will be useful to her.

When a child feels that a skill has been mastered, he should report to the IMC director who will make a spot check on the skill. Thus, the pupil's personal check sheet provides the IMC director with basic information to be used in her assessment of efficient use of the IMC.

III. STUDY SKILLS

E4. Supplement

IMC SKILLS CHECKLIST

Name _____

____ I can check out and return books properly.
____ I can use a bookmark to indicate the place.
____ I can use the book supports on the shelves.
____ I turn pages by the upper right hand corner.
____ I know the parts of a book:
____ cover ____ table of contents
____ bibliography ____ index
____ body ____ title page
____ I know the Dewey Decimal System of Classification.
____ I know the ten general classifications.
____ I can locate non-fiction books numerically and place them in the proper order.
____ I understand that books are arranged numerically from left-to-right on the shelves.
____ I can locate fiction books numerically by the author.
____ I can use the card catalog.
____ I understand that all cards are arranged alphabetically.
____ I know and use the three basic types of cards.
____ I know and use "See" and "See also" cards.

III. STUDY SKILLS

E4. Supplement (cont'd.)

____ I know how to use encyclopedias.

- ____ I use guide letters to find information on a given subject.
- ____ I use alphabetical arrangement to find information.
- ____ I understand and use the index.
- ____ I understand and use topical headings.
- ____ I understand and use cross references.
- ____ I understand and use bibliographies.
- ____ I understand the importance of a copyright date.

____ I can use special reference aids.

- ____ I know how to use atlases.
- ____ I know how to use the World Almanac.
- ____ I know how to use the Index to Children's Poetry.
- ____ I know how to use Bartlett's Familiar Quotations.
- ____ I know how to use Webster's Biographical Dictionary.
- ____ I know how to use magazines.
- ____ I know how to use the subject index to children's magazines.
- ____ I know how to use the vertical file.
- ____ I can use the card file to locate audio-visual materials.
- ____ I am familiar with the kinds of audio-visual material available.

III. STUDY SKILLS

E4. Supplement (cont'd.)

____ I am able to operate audio-visual equipment:

- ____ tape recorder
- ____ record player
- ____ filmstrip projector
- ____ filmstrip viewer
- ____ opaque projector
- ____ overhead projector
- ____ film projector
- ____ listening stations

____ I have developed respect for materials and equipment in the IMC.

____ I have developed respect for the rights and needs of others.

III. STUDY SKILLS

E5. Recognizes and uses with facility the various parts of texts and supplementary books and materials.

TO THE TEACHER: The focus here should be upon pupil's practical use of their skills at locating information. Application of these skills is most easily observed as pupils prepare researched reports. Therefore, at least once each semester a research-type report should be assigned and each child's approach to the task observed for demonstrations of ability to use texts and supplementary books and materials efficiently.

III. STUDY SKILLS

E6. Organizes information.

a) Gains skill in notetaking.

1) Begins to take notes in own words.
2) Learns to take notes selectively.
3) Arranges ideas in sequence.
4) Selects main ideas.
5) Selects supporting details.
6) Keeps notes brief.
7) Shows ability to work from own notes.
8) Identifies source of materials by use of:
   a) Bibliography
   b) Footnotes

TO THE TEACHER: As a result of continuous observation, the teacher should be satisfied that the child can take notes that are useful to him. Idiosyncratic approaches should be tolerated; that is, there should be no insistence upon a particular form or sequence of notetaking. Outlining, underlining in personal books and brief summaries are all acceptable. Stress should be placed upon restatement of important points in the pupil's own language. The two cards which follow this one may be helpful in assessing some notetaking skills.

The test of success in notetaking is whether or not the pupil is able to use his own notes for the purpose for which they were intended; evaluation, then, must be in terms of specific purpose. The checklist can serve as a guide to systematic observation; but, again, the stress should be on point seven: Shows ability to work from own notes.

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III. STUDY SKILLS

E6a. Gains skill in notetaking.

TEACHER: Read the four numbered sentences. Choose the phrase that best explains what each sentence is about.

1. The shelter belt is a line of trees or shrubs which have been planted to protect the soil of a region from wind and erosion.

a) What is the shelter belt?

b) Shelter belt prevents soil erosion.

c) Trees or shrubs protect the soil.

2. More than 200 operations for the making of a single shoe are usually handled by eight departments in a shoe factory.

a) Shoe factory needs eight departments.

b) How to make a shoe.

c) 200 operations, eight departments to make 1 shoe.

3. The flycatcher is the name of two families of birds which catch flies and other insects in the air.

a) Flycatchers catch flies.

b) Insects caught in air by flycatcher birds.

c) Flies and insects caught by birds.

4. When death comes by drowning, it is really death by suffocation.

a) Suffocation causes drowning death.

b) Death comes by suffocation.

c) Drowning is one way to die.

TO THE TEACHER: Since the child is given a choice of phrases rather than having to write his own, this card is appropriate at grade four.

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III. STUDY SKILLS

E6a. Gains skill in notetaking.

TO THE TEACHER: Have the child read the paragraphs below silently and take brief notes on the material.

Simple Plants

All plants are classified into several large groups. Plants made of only one cell or like cells form the simplest group. The plants in this group are called thallophytes. These plants do not have true roots, stems, or leaves.

One group of thallophytes called algae (al'jē) contain chlorophyll and make their own food. Algae live in water or in moist places on land. The green scum you have seen floating on water is algae. In some areas algae is used as food. Other uses of algae are as sources of fertilizer and iodine.

The other groups of thallophytes called fungi (fun'jī) do not contain chlorophyll and get their food by living on other plants and animals. Fungi can be found almost everywhere. Some fungi are useful to man as a source of food or to help fight disease. Other fungi, such as rust, smut and blight, destroy food crops planted by farmers.

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III. STUDY SKILLS

E6b. Understands and uses outlining in work.

1) Uses correct form of outline.

2) Can find main idea.

3) Makes sample outline.

4) Outlines topics in more detail

5) Uses own outline for oral and written reports.

6) Uses outline to organize thinking in appropriate areas.

TO THE TEACHER: At the intermediate levels the child is broadening his ability to outline. He is responsible for independent selection of the main idea and important supporting details. His ability to outline should be judged over a period of time in such classes as science and social studies.

One of the complicating factors in a child's ability in this area is the loose structure of much textbook material. Another complicating factor is the variation from child to child in the need for supporting detail to make the outline a personally useful tool rather than a formal end in itself. In addition to form therefore, utility should be an important guideline in helping you to make your judgment about the child's skill.

PROCEDURE: In addition to your informal observations, described above, you should check periodically to see that the pupils know the structure of a formal outline. You may have the pupil outline material from a textbook; but be sure that the material is well-written so as to lend itself to outlining. Or, you may ask the pupil to make an outline upon which he would base a talk or report. Or, you may use the following assessment cards.

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III. STUDY SKILLS

E6b. Understands and uses outlining.

TO THE TEACHER: Have the pupil read the following selection and fill in the outline found on the next card. He may refer to the selection to help him complete the outline.

For many years, the people of China were the only ones who knew the secret of making silk. They were very secretive, but the secret was finally discovered by others. It was surprising for many to learn that the silk the Chinese made into cloth came from the body of an insect, the silkworm.

Today silk is made in many countries. Silk making is far from easy. Silkworms are hard to raise. They do not like cold weather. They do not like noise. Only the leaves of the mulberry tree will satisfy their fussy appetites.

A silkworm is fully grown when it is only four or five weeks old. At that time, it is ready to spin its cocoon. The cocoon is made as the worm spins a long silk thread around its body. This thread is all one piece.

At the silk factory, cocoons are made into cloth. The cocoons are placed into warm water to soften the fibers. Girls carefully unwind the long thin thread from each cocoon. The fibers from several cocoons, at least four, are twisted together to make a silk thread. This thread is then made into cloth.

III. STUDY SKILLS

E6b. Outlining (cont'd.)

The article you just read is easy to outline because there is only one topic in each paragraph. First, think of a title for the article. Then, write the main topics of the paragraphs beside the Roman numerals in the outline. There are details in each paragraph, too. Write at least two of them under each main topic.

_____ (Title)

I.

A.

B.

C.

II.

A.

B.

C.

D.

III.

A.

B.

C.

IV.

A.

B.

C.

D.

*Remember, you may only find two details in some paragraphs.

III. STUDY SKILLS

E6c. Summarizes material.

1) Writes summary of a story in three or four sentences.

SUGGESTED PROCEDURE: Have the pupils read a selection (several paragraphs) and write a summary in three to five sentences. The notetaking selection on "Simple Plants, page 46, could be the material used. Check to see that the summary covers the main points and that the sequence or main organization is preserved.

NOTE: The pupil should be able to summarize material in his own words. Obviously some words and phrases from the selection are efficient aids in summarizing. These have become the pupil's "own words" if they have meaning for him and are, therefore, acceptable.

2) States important points expressed in a discussion.

SUGGESTED PROCEDURE: Contrive a situation in which an issue important to the pupils is discussed. Have them write a summary of the important points expressed. In each summary, look for the main issue, main points of view and objectivity.

III. STUDY SKILLS

E7. Evaluates information.

a) Realizes printed statements may be either fact or opinion.

TO THE TEACHER: Have the students read the following sentences and label them facts or opinions.

_____ Rich people never buy used cars.

_____ Lazy people are not interested in having money.

_____ Never believe a person who is a good storyteller.

_____ TV violence causes people to behave violently.

_____ Every letter has a postmark to show where it was mailed.

_____ A lame man may be a good swimmer.

_____ Scientists have found that Mars has seasons in which the color of its surface changes.

_____ The above sentence proves there is life on Mars.

_____ TV commercials always exaggerate.

TO THE TEACHER: Observe the pupil's ability to differentiate between fact and opinion in class discussions, etc.

III. STUDY SKILLS

E7b. Checks statements with those in other sources to evaluate validity.

TO THE TEACHER: Observe student's ability and initiative in checking other sources when a point is questioned in science or social studies. If informal situations do not occur, the teacher and librarian may find examples of conflicting information in reference books and pose the problem to a group, noting their ideas for further research. A suggestion would be to compare Southern news coverage and a Midwestern news account of a civil rights case or an attempt to integrate a Southern school.

III. STUDY SKILLS

E7c. Evaluates relevancy of materials to topic.

TO THE TEACHER: The following is a type of exercise which you might use to estimate the child's ability to determine potentially relevant information.

TEACHER: Which of these books would probably contain information relevant to the topic of "photosynthesis?"

a. Ancient Civilizations

b. The World Book Encyclopedia, P

c. U. S. Camera

d. The First Book of Plants

e. Tom Sawyer

f. a science textbook

TO THE TEACHER: Beyond basic relevance, the subtler elements of relevance seem to be more closely tied to creative and interpretive reading skills. These might involve a child's ability to convince the reader or listener of a relationship which he may or may not have perceived.

III. STUDY SKILLS

E7d. Compares various viewpoints on the same topic.

SUGGESTED PROCEDURE: Ask the pupil (s) to gather points of view on an issue in the current local or national news (from radio and television news reports, newspapers, etc.)

Discuss possible reasons for differences of opinion and have each child examine the basis for his own opinion on the issue. Note his ability to examine objectively points of view that differ from his own and his ability to modify his views in the light of new facts.

A suggestion would be to have the children examine two accounts of an athletic event. For example, a Chicago sports column and a Madison sports column on Monday following a Packers-Bears football game.

III. STUDY SKILLS

E7e. Evaluates information in terms of his own experience.

TO THE TEACHER: This is a nebulous but important skill. Observations must be made opportunistically as the pupils show their ability and willingness to evaluate new information in terms of both actual and vicarious experience.

For example, pupils might cite actual experiences with certain products to confirm or negate advertising claims; they might contrast their actual experiences in visiting an area with the impressions they had--from all sources--before making the visit.

You should be alert to use situations in which pupils can be encouraged to draw upon their personal experiences in making judgments, drawing conclusions and evaluating new information. One way to make the basic point is to have several pupils witness a staged incident, ask them to write up eye-witness accounts independently, and then let them compare the several accounts and note discrepancies.

III. STUDY SKILLS

E7f. Identifies propaganda.

TEACHER: Specify the type of propaganda device being used in the following statements.

1. Nine out of ten people interviewed prefer Brand A to Brand B.

2. The candidate is a regular guy, an ordinary man who understands your problems.

   Don Drysdale uses Gillette Blue Blades.

   The Beatles recommend peace talks about Viet Nam.

3. The mayor is working to promote patriotism, honesty, justice, and good human relations by his platform.

4. A number of experts are convinced that safety problems are due to faulty automobile manufacture.

TO THE TEACHER: This is a grade six skill.

III. STUDY SKILLS

TEACHER KEY:

1. bandwagon - Everyone is doing it.
2. plain folks - The person they wish us to admire is no different from the ordinary person.
3. testimonial - Endorsement by a celebrity.
4. transfer - To transfer our feelings from one thing to another.
5. glittering generalities - An expression of ideas that most people like.
6. card stacking - Telling only part of the story.

III. STUDY SKILLS

ES. Follows directions.

TEACHER: See how well you follow these directions.

Directions Test

Can you follow these directions?

1. Read all of these directions before doing anything.
2. Write your name at the top of this page.
3. Make a circle around the words, "Direction Test".
4. Draw three large squares at the upper right hand corner of this page.
5. When you get to this point, stand up and loudly say your name.
6. Put a circle in each corner of this page.
7. Get up, quickly walk to the front of the room, crawl back to your seat.
8. Draw a triangle on the back of this page.
9. If you have followed the directions so far, say, "Yes, I have!" out loud.
10. Now that you have read everything, follow only the first three directions.

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